**UASC Working Group Minutes 22.06.2023 4pm**

|  |  |  |  |
| --- | --- | --- | --- |
| 16.00-16.05 | Introduction to new attendees |  |  |
| 16.05-16.20 | DfE Q&A | Chris Walton - DfE | We enjoy meeting key stakeholders and explaining our role and hearing from others what peoples role is and what challenges that people are facing.  Education Outcomes Department for Looked-After Children and Previously Looked-After  Not specifically UASC.  A lot going on in terms of legislation (Julian).  UASC is an area I am a little bit less familiar regarding challenges that are faced.  This is an opportunity to introduce myself.  Particular concerns/challenges etc.  One thing that we’ve been working out that is of particular relevance is the post-16 pupil premium plus funding that we launched in October in 2021  Almost in position to publish the letters setting out allocations for all local authorities in England for next 2 years.  By this term next week. The funding will be increasing again next year by 2 million pounds  Sign post to evaluation of initial pilot – interesting example of innovative practice and examples.  My knowledge of this area is limited.  I want to know what challenges UASC face  Laura Abbro –  Sufficiency issues within post-16 provisions.  We are in dire need of more learning support within the classrooms and pastoral support outside.  Lack of funding.  What is the DfE position on this?  Chris:  Sufficiency issue is no surprise.  NEET is one of the most specific issues and area to target  We are keen to use this funding to combat NEET issues.  Sufficiency issue is linked to this and we are looking into this.  Natasha Woolman –  Fortunate that we don’t have a lack of provision. Echo the need for additional learning support in these establishments. Also mental health issues.  Mental health issues contribute to NEET  Trauma of waiting for a substantive interview  Grateful for the national transfer scheme.  Identifying special educational needs. Language barriers make it difficult to do this.  Additional pressure on colleges.  We invested in engagement mentors who we imbed in the college but the numbers are too great.  We run a UASC orientation group – 6 week programme.  Utilise videos. Touch upon different topics. Being in care, educational etc.  We are currently at 90% EET in our UASC cohort.  Chris:  Any attribution to high EET rates?  Natasha:  West Thames  Pamela Middleton – East Sussex:  Straddle virtual school and social care. Echo what Natasha and Laura have said  We have really good EET rates.  Good relationships with our local college. They have become very understand as to complexity of young people – accepting low attendance in context.  Teach in modular way. New programme in September, Christmas and Easter giving YP opportunity to join.  Concerns that I have is how well YP are actually doing on the programme.  Lack of pastoral support in colleges.  Increasing noticed lots of YP coming in illiterate in their own language.  Complex young people.  Chris Walton: How is your relationship with your local FE college?  Pamela :  It’s take a while (3 years or so) but we have worked hard with the college and they are adaptable and sympatheic  Huw Hides:  Feels like a therapy session with everyone voicing similar concerns.  REUK  Not virtual school or social care based.  We are seeing an increase in orientation programmes and provision for newly arrived young people.  One of my concerns is upper secondary/sixth is the compounded issues when progressing into 19+ education.  If young people are unable to make sufficient progress pre-19 means the rules can affect young people and refugees who don’t attain.  ESFA guidance changes. Small changes can make a big difference.  We are looking at research with Bell Foundation into late arrivals – adolescents who have been displaced who arrived between 13-19.  Looking at what’s working well and what needs to be improved.  There is a survey which would be great for people to share. FS to put it in invite.  Natasha:  Concern about low numbers attending university.  16-19 bursary and impact on education – supplement for UASC which covers literacy skills  Nicola Kelly:  Agree to concerns regarding university.  Confusion about funding for UASC – student finance is UASC no eligible for UASC  Huw:  We run a training called Access to Higher Education  If someone is given refugee status they are eligible for student finance  Jill Hollin:  A lot of young people are very slow progressing through the ESOL levels.  They could accelerate English language within small cohorts.  Not reached a level of English at 19 to access further learning.  Siobhan McShane:  The training by REUK is really excellent and I’m trying to push this  English restriction means that YP who may be good at Maths are stuck on a lower level.  Sarah Jo Jefford-  We are having issues with colleges making conditional offers based on YP staying in the area.  This seems completely iniquitous .  This is a big roadblock  Delia Catley (West Sussex):  We've had a reverse of this. Issues of accepting students mid term who move mid-term. |
| 16.20-16.35 | Overview of UASC trainings | Laura Abbro – Norfolk Virtual School | Everything everyone has said is true in Norfolk as it is everywhere.  We rolled out a training programme last year.  It had its teething troubles.  This was for keyworkers, carers, etc.  It has been hugely successful.  Term on term trainings books. We have waitlists.  We are working with a clinical psychologist based in Cambridgeshire.  2 day Trauma informed practice training in Europe.  The practice of the psychologist is pivotal to making it work.  We ran a focus group after the session. Veronika Dobler wants to create an online platform  How do we roll it out more broadly?  Feedback from focus group was that a practitioner in college was able to apply this. Peer-to-peer support increase and a recognition of the effectiveness of trauma informed practice vs punitive approach.  The other training is delivered by Jo Schofield. She is bookable to easier to roll out/access.  A days worth of training looking at the journey of the unaccompanied minor.  Keeping young people on roll regardless of attendance.  It is having an impact on day to day conduct.  Underpinning policy setting  We offer these trainings for free for anyone in Norfolk  Not sure if we can do it more broadly  More interested in Focus Group.  Natasha Woolman:  We have offered trauma informed trainings  Does the training differ from more universal non migrant focused training?  Laura:  Not sure as I haven’t attend Lisa Cherry’s training before  References are more appropriate and the level of trauma means they need to be dealt with differently. |
| 16.35-16.50 | Update from Barnet regarding new creation of videos | Frazier Stroud – Barnet Virtual School |  |
| 16.50-17.15 | AOB |  | We’ve been working with City of London School and another school. We are running sessions in drama and performing arts to support with English learning.  It’s on a Saturday.  We start at 10.30am-3pm.  Young people are welcome to join!  Various levels of English  Increased confidence and diction when speaking English  We also do Forest School sessions in Epping Forest. Spending time outside.  The City of London  Virtual School are running enrichment courses on a couple of Saturday's every term to increase spoken English through the medium of drama and also through monthly outdoor education forest school sessions in Epping Forest. If anyone would like any further information, please get in touch [debby.rigby@cityoflondon.gov.uk](mailto:debby.rigby@cityoflondon.gov.uk) We run the sessions for UASC aged 16-25   Also, we have been working with a fabulous company called KABS who run workshops for UASC increasing well-being and promoting good mental health [hello@kabs-fitness.co.uk](mailto:hello@kabs-fitness.co.uk) get in touch if interested. |