

# STEEP: Common Solutions



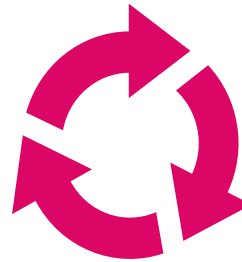
Hear the voice of the child



Use of Key Workers



Remove Stigma



Transition points



Home and school



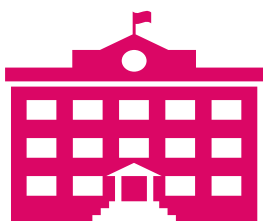
Support and understanding



The Foster Carer



Effective Social Workers



The school/setting



Effective Systems



## Hear the voice of the child

There was an underlying sense of powerlessness in the STEEPs around how little the CLA feels they have control over, and the emotional impact those feelings have. There were several solutions that focussed on the CLA having specific opportunities to express their opinion, particularly in the PEPs, and specific skills developed to help them use those opportunities.



**Ask** what support CLA need to maintain friendships at transition points.



**Reflective diary**



**Contribute** to the “Pupil Passport” / “One page profile”



**Philosophy for Children**



**An advocate role**



## Use of Key Workers

Key workers would be staff with appropriate training, understanding, experience and time; whose role would help overcome a number of barriers to achievement across all STEEP headings.

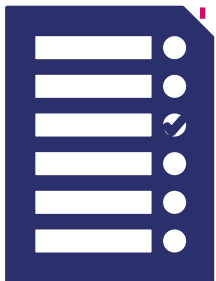
They could work directly with the Designated Teachers.



**Oversight** of induction, provision, integration, updating & settling in



Set up and monitor  
**“buddy”  
system**



Key worker could be the **first point of contact** to **report concerns**



## Remove the Stigma

One of the greatest barriers to achievement was how the young person feels about being identified as a **Child Looked After**. They do not like the label, they do not like people knowing it and it has a direct impact on their sense of self and their emotional well-being. These strong feelings have been recognised in research for a long time, so no solution is going to be simple.



## Language use



Availability of

## Role Models

The foster carer and family expressing

**pride and satisfaction** in their role

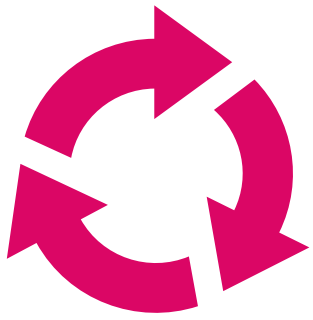


**Educating whole communities** about how

fostering works

## Transition Points

It was evident that Children Looked After experience many transition points, not just Primary/Secondary transfer and placements, but change of social workers and staff leaving schools. This all adds to their vulnerability.



A “memory box”



Carers may have experiences and understanding about transitions that could be helpful



The CLA has a chance to visit a new school and meet key staff prior to starting.



Virtual Schools could monitor how the transition is going after an agreed period and monitor any initial problems.



CLA to choose work/ awards which they are proud of.



Where possible, every effort should be made to enable the CLA to say goodbye to important people.



## Home and School: I

It was striking how many solutions could be equally applied to home and school.

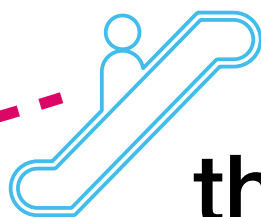


Both home and school to be  
**“welcoming”**

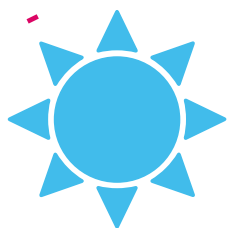


**Highest expectations** that

the CLA will be happy and fulfilled.



**Help achieve the aspirations**



**Be beacons of consistency**



## Home and School: II

It was striking how many solutions could be equally applied to home and school.



Frequently and routinely give

**rewards and praise**



An understanding of the principles of

**restorative  
justice**



**Safe use of  
ICT**



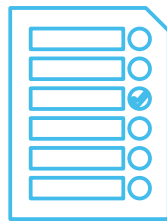
**Achievement for All  
Structured Conversations**

## Support & Understanding

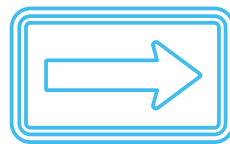
This may appear to be a heading that “goes without saying”, but so many barriers were caused by a lack of this and so many solutions have this at the heart. These broad areas and ideas do appear as part of the other headings, but it seemed worthwhile drawing them together.



**Quality pastoral care**



**Trained teaching assistants and learning mentors**



**Signpost the carer**



**A need to understand mental health**



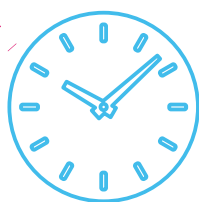


## Support & Understanding II

This may appear to be a heading that “goes without saying”, but so many barriers were caused by a lack of this and so many solutions have this at the heart. These broad areas and ideas do appear as part of the other headings, but it seemed worthwhile drawing them together.



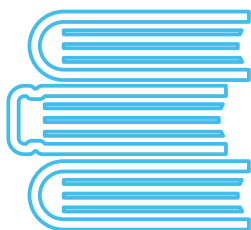
**Counselling/  
therapeutic support**



**Lower CAMHS  
thresholds**



**Educational  
Psychologists**



**A PSHE curriculum**



## The Foster Carer

In addition to the solutions outlined in home / school, there are specific ones in the hands of the carer.

To know how to nurture and address



### Attachment issues



### Actively support

CLA's school



### Nurturing

talent or aptitude

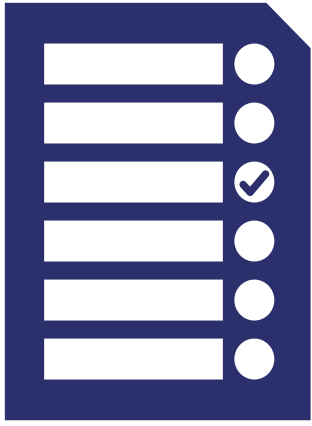


Carers could provide a safe

### study-space

Be proactive in **maintaining positive relationships**





## Effective Social Workers

There was a general feeling that there were many systems already in place, much compulsory paperwork and a good understanding of processes, so the solutions to barriers here was not necessarily new ways of working, but ensuring that things already in place worked as effectively as possible.



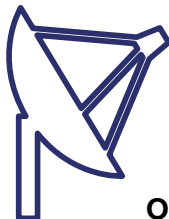
Express views about **suitability**  
**of placements.**



**Longer** term placements  
should be encouraged



Should be well-informed about day-  
to-day **school life**



To ensure the **LAC Review**  
objectives and control flow of information

# STEEP: Common Solutions



## The School / Setting: I

In addition to the solutions shared by home and school, there are solutions specific to school.



**Access** to all academic & pastoral  
**information**



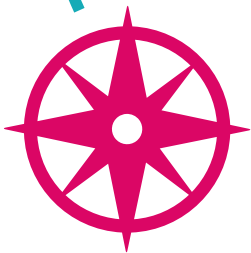
Carefully and sensitively consider  
the **language** you use  
to describe the CLA's status



**Audit** your curriculum,  
assessment procedures and pastoral  
support to see how families, parents  
and foster care might appear in lessons  
and learning opportunities.



Schools explore the CLA's **interests**,  
so they can access to relevant clubs and  
activities.



Teachers should have **training** in attachment,  
mindfulness and restorative justice, also part of support staff CPD.

Materials produced as part of LiFT (Learning in Family Teams) Achievement for All programme to improve outcomes for CLA. Please visit the [Designated Teacher Resource Hub](#), [Achievement for All website](#) or [Bubble](#) for more information or speak to your Achievement Coach.

# STEEP: Common Solutions



## The School / Setting: II

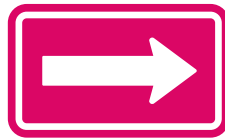
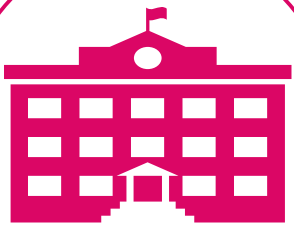
In addition to the solutions shared by home and school, there are solutions specific to school.



**Early identification** of gaps in learning need to be passed on in order to have interventions in place, which will tackle potential underachievement.



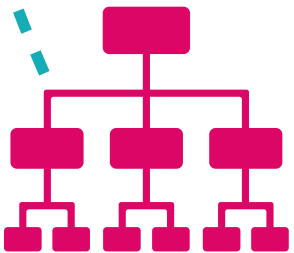
**Funding** made available through Virtual Schools would provide opportunities



Schools to **signpost** to specialist services.



Make schools **welcoming places**



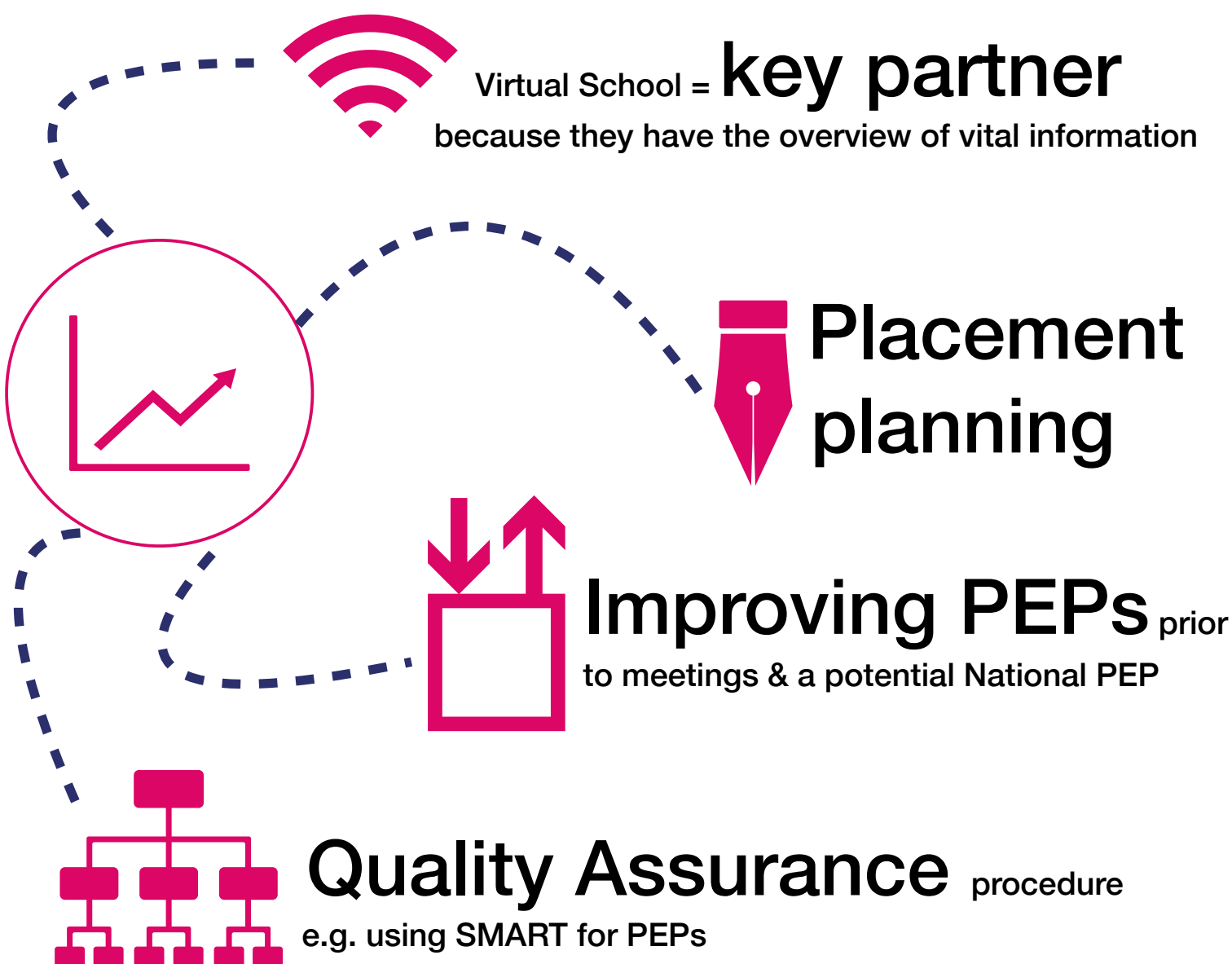
**Dedicated careers advice**

# STEEP: Common Solutions



## Effective Solutions

The worlds of education and care are full of “systems” and sometimes systems were identified as barriers to the achievement of CLA. A strongly-argued solution lay in creative, up-to-date use of all technology. Paperwork around systems was seen as repetitive, unhelpful and not always effective. Technology, used properly, could streamline systems and save everyone valuable time, and is more likely to engage the young people, who already have ideas to offer.



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