

Progress			
Challenge or Action and date	Name/Role	Response	Further Action/Oversight
1	THF & MP	From a Children's Services perspective we commission two services: SEND home to school travel and Childcare travel (the latter funded by C&P budgets). Both projects were scheduled to progress and conclude within the 2019/20 period. However due to wider changes within Children's Service's transformation programme both were delayed. I am pleased to report that the SEND travel commissioning project commenced in January and will have delivered against its objectives by the end of May. I have attached a Project Brief FYI (is probably TMI for CPB, so happy to advise you on what you distil from it). In terms of Childcare transport, there is recognition that there are a number of issues in terms of customer experience, beyond-budget spend and internal processes. Dorset Travel are keen to progress this, and it is listed in the Corporate Transformation Plan. In terms of resource to progress from Children's Services, this is still to be identified and a timescale agreed. It is likely to follow after the SEND travel project.	Thomas Fowler did not update CLiCC in April due to COVID will update 10 November 2020. . 1.SEND travel commissioning was further delayed with the outbreak of coronavirus. This was due to reallocation of project staff to the emergency response, and more importantly in recognition that it would be very challenging to co-produce the work with families during those early days of the pandemic. This was agreed with the DPCC. The work resumed in September from both a Children's Services and Place perspective and is aligned with the Corporate Transformation Plan, with additional drivers following recommendations from a SWAP audit. Work is progressing at pace, with a number of recommendations hopefully in place by the end of the calendar year. I would be happy to provide an update for the CPB in January. 2.Work to review and improve Childcare travel arrangements have not formally commenced from Children's Services. However, Dorset Travel, as articulated by Polly, and reviewing a number of their operational procedures as part of their transformation plan which will bring benefits to this service arrangement.
2	THF	Business cards have been printed and will be used after BPFC as some workers will be changing their contact details. We will ensure the cards are used as soon as colleagues are in their new posts.	Update CLiCC agreed format on Card and we will ensure staff are aware and carrying them. Staff will be reminded of this in their respective teams.
3	RH & Rick Perry	Requests that Identity and gender and listening skills are included – specifically active listening to understand and acknowledge the lived experience of the young person and sitting with them in that experience, rather than focusing on resolving issues or looking at what they have done to contribute to the situation.Mental health and emotional wellness - Young people would particularly like support from their foster carers around exams and school work and on pressures around this. They want carers to focus on this in a positive way through putting tools in place to support e.g. helping with revision alongside treats. They want carers to reinforce positively rather than any focus on negatives e.g. if you don't work hard/do well you won't get results and that won't result in a good education/job etc (which builds up pressure and stress). Focus should be on support in the here and now.Teenage behaviour - Young people want foster carers to acknowledge and accept teenage behaviour for what it is – normal behaviour for their age – rather than catastrophising it or always seeing it in the context of their pre-care and care experiences.Conversations around placement experience – Young people would like foster carers to be able to facilitate normal conversations with them around their experience in placement – to be asked what's going well, what the carers could do differently. They would like foster carers to be able to take feedback from them and to be able to have those conversations in a comfortable and loving way. They also need to know what the expectations are of them. DC also have a new fostering quality Assurance framework which is starting in February 2020	Meeting scheduled with Matt Chislett, John Heron, CLiCC and Participation People to discuss how CLiCC can have involvement and perhaps co-produce the training. Meeting to be arranged for end of November beginning of December 2020.
4	DATA P TEAM - Information Compliance Officer	Technically any child with capacity to understand what they are reading has a right to their information. We have to air on the side of caution when the records are troubling but, with a support worker, there should not be any issue. If a child is not considered to be competent then an adult with parental responsibility may exercise the child's rights on their behalf. A young person, like anyone else, can submit a request for information via our e-form or via paper form. Perhaps if the individual is of a younger age it would be more appropriate for a form to be completed with the assistance of a support worker. Please note, we cannot insist on anyone completing a paper form or an e-form and a SAR can be submitted in anyway (doesn't even have to be in writing). As soon as personal data is requested it can technically become a formal request but obviously the clock would be stopped until we have proven identity and have sufficient information to action the request.	Recommend that some CYP's test this! Participation People will support young people to make this request and no requests to date have been made.
5	DA	Virtual School will attend LAC Social Care team meetings again to remind social workers about Virtual School role in helping improve School-Social Services communication. At Designated Teacher for LAC training in February and the next Headteacher Briefings, Virtual School will remind teachers and Heads about how important it is to communicate/respond to social workers for LAC and Virtual School enquiries in order to support Looked After young people in their schools. Question back: What sort of problems are young people saying that they are having at school? We are asking so that we can better help and respond. Problems that Virtual School already engage with are teachers not understanding young people's needs and some incidents of bullying that we pick up directly with the schools/Designated Teachers.	Response from CLiCC please? Not specific. Issues at school, YP feels that they have to repeat information as the school and young person have differing views.
6	KS - Independent Reviewing Officer	The responsibility for completion of the Delegated Authority document sits with the Social Worker. The document should be completed within the Placement Planning meeting at the Foster Placement held within 72 hours of the start of the Placement, best practice would be before the placement starts. The Team Manager is responsible for supervising this process. Practice issue as to non-completion of Delegated Authority raised by the Corporate Director with relevant Service Managers. Team Managers should oversee in the early stages of the looked after status – November 2019 MOSAIC request made for an additional question to be added to the IRO Monitoring form to enable a measure of whether a Delegated Authority form has been completed – November 2019 Practice issue discussed with IROs – to prompt discussion at the First LAC Review with Social Worker. A copy of the Form provided to IROs to give to Social Workers to complete.	Authority for day-to-day decision making about a Looked After Child should be delegated to the child's carer(s), unless there is a valid reason not to do so. A Looked After Child's Placement Plan should record who has the authority to take particular decisions about the child. It should also record the reasons where any day-to-day decision is not delegated to the child's carer. Decisions about delegation of authority should take account of the Looked After Child's views, and consideration should be given as to whether a Looked After Child is of sufficient age and understanding to take some decisions themselves.
7	RH Fostering and Permanency Manager	Copy of Letter to Foster Carer from fostering service manager. Young people in care have issued us a number of challenges as a service, reflecting on their experiences of care and supporting us to improve the care all children and young people of Dorset receive. I'm passing one of their challenges on to you! One of the things they have asked is that when their social worker visits, you facilitate the opportunity for them to see their social worker alone, without them having to ask for this, or you asking them if they want to see the social worker alone. Young people tell us that it can feel awkward to ask for this in front of you and they are worried that they may offend you if they do. It is a requirement for social workers to see looked after children and young people on their own. I'm sure you will understand how important this is for our young people too, as they may want to discuss issues which are personal to them and which they feel awkward discussing in front of you. Please can you always provide an opportunity for our looked after children to see their social workers on their own therefore, whenever they visit.	Social workers will see our children on their own and be reminded of this as good practice.
8	MT	Some people's job titles do have to be 'named' in a certain way because they have a legal responsibility and people they work with and people from outside the Local Authority need to know who to go to when they want to contact them. Our suggestion would be for us to produce clear information to you about what the people do in a brief summary that can be clearly explained by the officer. The Director has asked for all staff to have a 'one page profile' which introduces the worker or officer in a friendly 'about me' page. We hope this will help, these will be produced by all workers this year. Perhaps you could help us with some of these?	One page profile done for core roles and reminder to staff to use in key meetings such as in child in care reviews.

9	Children in foster placements want to be treated as part of the family. It is hurtful to go to respite care when the rest of the family have their holiday. How can you help children in foster care be part of family holidays?	MT	If it that the foster carer needs a break, then the young person should be given something fun to do. All looked after children should have a holiday. Sometimes it might be a passport problem. We should help families holiday together. We could look at producing a CLiCC holiday and mini break guide with activity days, could you help us with this? For example a list of preferred places for young people to have breaks and mini breaks that could be recommended to young people and foster carers. We are going to do some work with our foster carers to look at when respite is requested and the reason for this is so that we can support them to support children and young people at family events and occasions, where it's appropriate for the child.	Different terminology for respite. Will revisit in Training, Placement Planning meetings and CIC reviews. Work ongoing.
10	Care Leavers have told us they don't feel equipped with skills to properly manage their money and to budget effectively. What is in place to help give young people these life skills? What else can be done?		The information available for 18 – 25 currently is informative and accessible online e.g. The Mix, Stepladder to Achievement. So thoughts are around how we can get engagement – an idea has been to develop an app for these young people. Colline to investigate with Emma Powell. Look at setting up some consultation groups with Participation People so that we can ask a range of young people what they need/want from budgeting and managing their money. Nicky to discuss possibility with Antonia and set up in February. Discuss involvement of Foster Carers at the next Foster Carer Forum in early March. Rebecca and Nicky to workshop advice around feedback from the consultation groups. Nicky to draw up expectations of banks and their offers and to present at the meeting. Look at the offers from other LAs and see if we can incorporate any ideas. Nicky to do some research and feedback. Meeting to be set up for the end of February to review progress. Nicky to send out invites. Nicky to draw up expectations of banks and their offers to present at the meeting. Look at the offers from other LAs and see if we can incorporate any ideas. Nicky to do some research and feedback. Meeting to be set up for the end of February to review progress. Nicky to send out invites. We are hoping to have a preliminary offer to be discussed at the end of March. If you have any thoughts/ideas, please feel free to contact me. If you would like to be included at our next meeting, then you are very welcome – please let me know and I will send you an invite. - (26th Feb meeting)	This should be put on foster carer forums agendas. Pathway plans should include this. Staff and carers should give young people more responsibility and not over-react when mistakes are made. Mark Blackman will make it his personal mission to get local banks and businesses to support. Not just for care leavers but an ongoing learning journey for all children in care. Update 24.02 meeting update - Nicky W to meet with CL and CLiCC to discuss suggested training. RH and NW to meet with FC's at FC forum to encourage the FC conversations about money management - NW has recommended website - money advice service.org for information and training.
11	What would be the BEST way for children in care and care leavers to tell you about our experiences of being in care?		We think that all staff should attend "What is it like to be a child in care?" training session and CLiCC could deliver smaller sessions at team meetings. Perhaps you could select a relevant film or make one and we could include it on staff induction training. Also IRO's could encourage the discussion at LAC reviews. Co-production events, themed corporate parenting meetings and LAC reviews are all ways for you to communicate how it feels to be a child in care. Perhaps if you don't wish to attend formal meetings you could send in a Vlog for members and Officers to watch.	
12	It's great to see decision makers and Corporate Parents at activity days. It would be even better to see more. We challenge you to commit to attending and encouraging others to attend.	Paul Beecroft Comms	We're starting a new, fortnightly email to all CS staff from the middle of Feb so can plug in that and we also have a Members' Newsletter that goes out monthly. If someone can give me the details, I can arrange for them to be publicised in those two newsletters and also in the events section on the intranet.	
13	Is it possible for there to be just 1 number to contact about health concerns, regardless of age, gender etc? Could there be a drop-in clinic rather than making appointments?	PE/Jenna Pitt/Jill Warr	Please see our response below: We have one number and email for all nurses which is 01305 361127 and dhc.dorset.lac@nhs.net. We are also in discussions to have a duty mobile phone so that young people can text us for advice and support. We have been running drop in clinics for our LAC/ Care leaver service in some of the supported housing accommodation alongside 'Attend Anywhere', virtual drop ins. Feedback would be welcome if this would be helpful to roll out further or if there are any suggestions of which area young people would access a drop in for LAC Nurses. Many thanks Jenna	Team Lead (Dorset) Specialist Nurse for Looked After Children Looked After Childrens Health Team
14	When working on the PEP cards for the welcome pack, we found out that money can be made available for hobbies and leisure activities, not solely for schooling. Some of our care leavers were not aware of this. How will you make all Children in Care aware of what they are able to claim?	DA	The only funding available to the Virtual School to support young people from the age of 3 (Pre-School) through to 16 (Year 11) in "improving their educational progress and attainment" is Looked After Children's Pupil Premium Looked After Children's Pupil Premium is given in to the Virtual School by the Department for Education to be used to support the education-based targets in young people's Personal Education Plans These objectives should be focused on improving a young person's educational progress and attainment as directly as possible, but sometimes for this improvement to happen the young person needs to feel more confident and happier in order to be "ready for learning" Where the young person, their foster carers and social workers recognise this as an important need, LAC Pupil Premium is sometimes used to pay for a young person to join a particular after-school activity, an after-school club, a gym membership, scouts and other such activities.	24.02 meeting update - Nicky W to meet with CL and CLiCC to discuss suggested training. RH and NW to meet with FC's at FC forum to encourage the FC conversations about money management - NW has recommended website - money advice service.org for information and training.