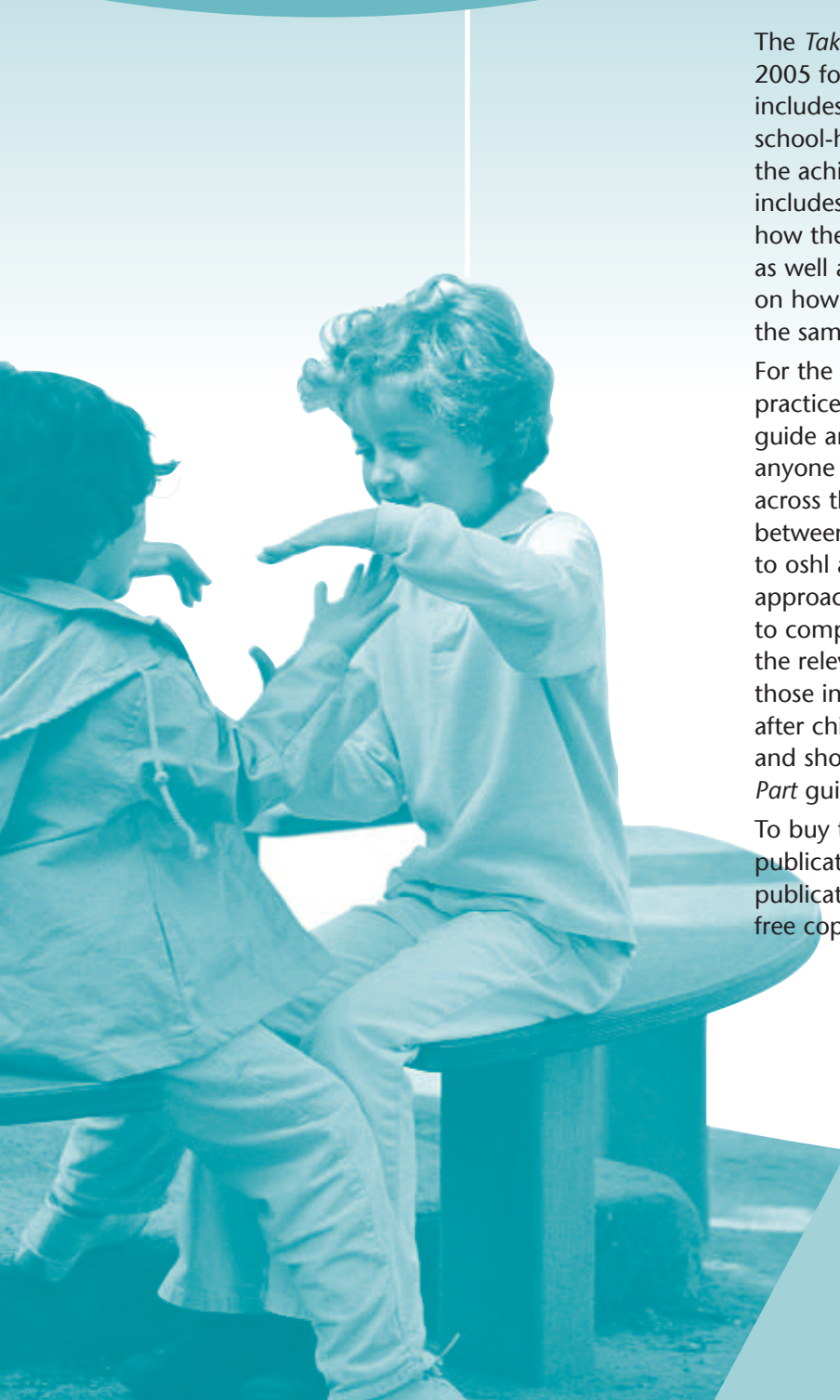


Taking Part

Extending out-of-school-hours learning
to children in care/looked-after children
in Wales



The *Taking Part* pack was produced by ContinYou in 2005 for schools and local authorities in England. It includes advice and guidance on how to make out-of-school-hours learning (oshl) an integral part of raising the achievement of looked-after children. The guide includes information for schools and local authorities on how they can work with other agencies to achieve this, as well as advice for those working in children's services on how they can enable children in their care to enjoy the same rights of access to oshl as other children.

For the most part, the principles, examples of good practice and case studies included in the *Taking Part* guide and on the accompanying DVD are relevant to anyone working with children or young people in care, across the UK. However, there are important differences between English and Welsh government policies relating to oshl and looked-after children, as well as differences in approaches at a local level. This supplement is designed to complement the information in *Taking Part* and gives the relevant policy contexts, resources and contacts for those involved in creating oshl opportunities for looked-after children in Wales. It is not a stand-alone publication and should be referred to alongside the original *Taking Part* guide.

To buy the *Taking Part* guide call the ContinYou publications team on 024 7658 8440 or email publications@continyou.org.uk – alternatively, download free copies from www.continyou.org.uk/takingpart.

continyou

Adeiladu cymunedau dysgu
Building learning communities

Background

The benefits of taking part in out-of-school-hours learning are well documented. If you would like to find out more about research into oshl, visit www.continyou.org.uk/onlinereference, where you will find a wide range of publications to download. What is clear from the evidence in these studies is that the way children and young people spend their time out of school shapes their lives every bit as much as the work they do, and what they achieve, during the school day.

In particular, oshl can provide young people in care with a sense of belonging. By participating in activities that are quite outside their experience due to a lack of a 'normal' family life, looked-after children have the chance to improve their self-esteem, self-confidence and motivation. Oshl can also provide some continuity, or a way back into formal learning.

Educational disadvantage

Many looked-after children and young people also tend to change location frequently and schooling can be disjointed, with devastating results. Statistics highlight the disparity in achievement between looked-after children and their peers. In the year to 31 March 2006, 47 per cent of Welsh children leaving care had at least one GCSE or GNVQ*. This compares with 93 per cent of all Welsh children leaving school at age 16 in this year. (Data Unit Wales, www.dataunitwales.gov.uk).

Other statistics further illustrate this disadvantage:

- Just one per cent of children in care go on to university.
- Children in care are ten times more likely to be permanently excluded from school.

(Social Exclusion Unit, based on a survey conducted in 2003 www.socialexclusion.gov.uk.)

*Excluding those who were due to sit examinations later or who were prevented by illness or disability; including these children, the figure was 54 per cent.

Supporting young people through oshl

While research shows the crucial role played by oshl in overall attainment, as well as the many 'softer' outcomes for all children and young people (see *Taking Part*, page 52), surveys show that those in care participate in oshl far less than other children. Many children in care never experience having a parent or surrogate parent take them to swimming lessons, cheer them on from the touchline or watch them perform in a show. Often there is no-one to pay any activity fees or even to pick them up at the end of an after-school club. The fact is, the children who stand to gain most from oshl activities may well be those who take part in them less frequently than others, thus compounding their disadvantage.

Furthermore, the experience of disadvantage can endure, even as young people become more independent or more settled. There is a real need to support young people leaving care – including through involvement in a range of learning and



The way children and young people spend their time out of school shapes their lives every bit as much as the work they do during the school day.



Oshl can provide young people in care with a sense of belonging by participating in activities quite outside their experience.

social activities. Out-of-school-hours learning activities based on 'life skills and independent living' can ensure young people leaving care have the confidence and knowledge to live healthily, cook simple meals, manage their finances, and run a home efficiently. Such activities can provide them with an insight into how and where to seek support and guidance, enabling them to lead healthy and financially secure lifestyles and giving them opportunities to fulfil their ambitions.

The policy framework

Many of the Welsh Assembly Government's policies, designed to improve children's services, directly affect the lives of looked-after children. These include policies relating to:

- raising educational standards and tackling underachievement;
- the recognition that particular groups are at risk of social exclusion (addressed by a range of policy initiatives aimed at promoting inclusion);
- an emphasis upon planning and setting targets;
- an integrated approach to service provision;
- delivering services that represent value for money; and
- transition beyond the care service into independent life.

These themes, when taken together, should lead to measurable improvements for looked-after children. But, as the Welsh Assembly Government states in the document *Extending Entitlement*, the challenge is to make sure that looked-after children are not only aware of the opportunities available, but are sufficiently self-confident and motivated to take advantage of them. It is the responsibility of the local authority, the corporate parent, to ensure this happens.

Key policy documents

The Welsh Assembly Government has set out its vision for children and young people in three key policy documents:

- *Children and Young People: Rights to Action*
Welsh Assembly Government, 2004
- *Children and Young People: A Framework for Partnership*
Welsh Assembly Government, 2002
- *Extending Entitlement: Supporting Young People in Wales*
Welsh Assembly Government, 2000.

Each of these policies is based on core principles:

- a foundation of principle in the United Nations Convention on the Rights of the Child;
- entitlement to services based on the needs of the child or young person;
- listening to and acting on the views of children, young people and families;
- giving the highest priority to those most in need; and
- a commitment to working in partnership with different local organisations as the only way in which these aspirations can be achieved.



Children and Young People: Rights to Action

This document specifies seven core aims for all young people, which should form the basis for decisions on strategy and service provision locally. As the table below shows, each of these outcomes can be achieved through oshl programmes. Read these with children in care in mind and you should be assured that including such children in oshl is not only desirable, but should be an essential part of their lives.

Rights to Action specifies seven core aims for all young people which should form the basis for decisions on strategy and service provision locally.

Outcomes	Oshl activities
Have a flying start in life	Play opportunities, activities for families/carers, out-of-school-hours drop-in childcare services, integrated children's centres
Have a comprehensive range of education and learning opportunities	Out-of-school-hours learning that enables, extends and enriches learning experiences
Enjoy the best possible health and are free from abuse, victimisation and exploitation	Breakfast clubs, drop-in health services, cookery clubs, fitness/PE/sports clubs
Have access to play, leisure, sporting and cultural activities	Family learning, sports, arts, environmental activities, outdoor pursuits, educational visits
Are listened to, treated with respect, and have their race and cultural identity recognised	Cultural activities, anti-bullying programmes, inclusion of marginalised individuals/groups, opportunities to change attitudes and take responsibility
Have a safe home and a community which supports physical and emotional well-being	School councils, citizenship activities, community safety, first-aid
Are not disadvantaged by poverty	Basic and key skills development work, work experience, young enterprise



Children and Young People: A Framework for Partnership

This framework sets out the principle that 'Better outcomes for children and young people can only be achieved and sustained when agencies work together and co-operate in planning and delivering services.' Since the framework was published there has been significant progress towards establishing joint working across Wales.

The document draws attention to the part children and young people should play in this ongoing process; by taking an active role in decision-making and in determining the services they receive. It states that their views: '...need to be incorporated into the policies and plans of service providers'.

A Framework for Partnership sets out the principle that: 'Better outcomes for children and young people can only be achieved and sustained when agencies work together.'



Two more recent documents, *Stronger Partnerships for Better Outcomes* and *Planning Guidance and Regulations for Local Authorities and their Partners on Children and Young People's Plans* (see page 5), effectively update the partnership and planning aspects of *A Framework for Partnership*, and align it with legislation set out in the Children Act 2004.

An entitlement for all young people to enjoy sporting, artistic, musical and outdoor experiences – to develop talents, broaden horizons, and promote rounded perspectives.

Extending Entitlement: Supporting Young People in Wales

Extending Entitlement is the Welsh Assembly Government's flagship strategy for promoting opportunity and choice for young people aged 11 to 25.

The document ties in with the Welsh Assembly play strategy. It sets out ten key entitlements for all young people in Wales:

- education, training and work experience – tailored to their needs;
- basic skills, that open doors to a full life and that promote social inclusion;
- a wide and varied range of opportunities to participate in volunteering and active citizenship;
- high-quality, responsive, and accessible services and facilities;
- independent, specialist careers advice and guidance, and student support and counselling services;
- personal support and advice – where and when needed, and in appropriate formats – with clear ground rules on confidentiality;
- advice on health, housing benefits and other issues, provided in accessible and welcoming settings;
- recreational and social opportunities in a safe and accessible environment;
- sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons, and promote rounded perspectives – including both national and international contexts; and
- the right to be consulted, to participate in decision-making, and to be heard on all matters that concern them, or that have an impact on their lives.

The commitment to this set of entitlements is seen as crucial because:

- it is inclusive – all young people need support from family, friends and the community; the role of the state is to help where this support is lacking;
- it focuses on encouraging young people to take up their entitlement, and not on policing their participation;
- it aims to motivate young people and to give them the ability and motivation to take up activities in their own interests and not to follow other people's agendas; and
- it gives service providers a framework and standard for planning delivery in ways that move towards meeting the needs of all young people.



Additional key documents

Stronger Partnerships for Better Outcomes – National Assembly for Wales, Circular 35/2006

Building on *Children and Young People: A Framework for Partnership*, this circular sets out the duties of local authorities to take the lead in driving forward partnership-working. It provides guidance on how measures in the Children Act 2004 relating to Wales can be achieved practically. Specifically:

- Section 25 of the Children Act 2004, which requires local authorities, key partner agencies, and voluntary and community organisations to work together to improve the well-being of children in the area. It enables specified partners to pool budgets and other non-financial resources to achieve this.
- Section 26, which requires local authorities to produce a Children and Young People's Plan (CYPP), covering maternity services and all services for those aged 0 to 25. The CYPP is a three-year strategic plan that will provide vision, state the agreed priorities that will direct the work of all partners, set agreed joint targets and provide a basis for the joint commissioning of services. It is the key statement of planning intent for children and young people to which all other plans must have regard. Circular 35/2006 emphasises that some client groups, such as looked-after children, may need greater attention from a range of professionals and, therefore, plans should give them particular focus.
- Section 27, which requires local authorities to appoint a lead director for children and young people's services with responsibility for co-ordinating and overseeing these arrangements. Similarly, NHS trusts and local health boards are required to appoint lead executive and non-executive directors, and local health boards a lead officer and member.

Increasingly, the additional needs of looked-after children will be catered for by multi-disciplinary teams. Where children and young people have support needs that may require input from several specialist professionals or agencies, a 'lead professional' or 'key worker' should be provided. The circular suggests that teams could be based in schools, but there is no prescriptive approach: 'It is the networking between individuals and not the physical base that is the important element'.

Planning Guidance and Regulations for Local Authorities and their Partners on Children and Young People's Plans

Currently issued as a draft for consultation, the final guidance is due for publication in September 2007. This document consolidates the work already done by local authorities in preparing their Children and Young People's Plans.



Increasingly, the additional needs of looked-after children will be catered for by a multi-disciplinary team.



Towards a Stable Life and a Brighter Future

This document strengthens arrangements for the placement, health, education and well-being of looked-after children and young people. Amending previous regulations, the principle changes that relate to looked-after children's education are:

- Every children's home is required to employ a link worker, with responsibility to 'protect and promote the health, education and welfare of the child'. The link worker should work with the child's education co-ordinator and clinical nurse to ensure that health plans and Personal Education Plans (PEPs) meet children's needs.
- Local authorities are required to employ a looked-after children's education co-ordinator, to plan and address the needs of looked-after children and care leavers.

The main elements of a PEP should include arrangements for out-of-school-hours learning activities...

The document also outlines how practitioners can plan and develop a child or young person's PEP and lists the main elements of a PEP, including arrangements for out-of-school-hours learning activities and leisure interests. The document also includes further amendments to regulations to ensure looked-after children's health needs are met.

Guidance specifically relating to looked-after children

Guidance on the Education of Children Looked-after by Local Authorities, National Assembly, Circular 2/2001

The principle guidelines in this circular place a duty on local authorities to ensure that:

- they have ongoing protocols for sharing relevant information about care, placements and education;
- in identifying an appropriate care placement for a looked-after child, they should find a suitable educational placement within a mainstream school, unless this is inappropriate, within twenty school days after the child becomes looked-after;
- each school designates a teacher to act as an advocate for looked-after children and young people; and
- every looked-after child has a personal education plan (PEP).

The document also provides additional guidance on:

- the responsibility of the corporate parent;
- responsibilities of key professionals and the role of the designated teacher;
- protocols surrounding a looked-after child's PEP;
- sensitive issues around the curriculum;
- guidance on admissions, attendance and exclusions;
- early years;
- children with special educational needs;
- teenagers and planning for post-16; and




- young people in secure accommodation.

See www.childrenfirst.wales.gov.uk/content/lac-guidance-e.pdf.

Home–school Agreements: Guidance for Schools, Welsh Office, Circular 27/99

This circular states that positive home–school links increase educational life chances for all pupils, and it is essential that looked-after children should enjoy the same benefits. Designated teachers should ensure that there is effective communication between the school and carers, that attendance issues are pursued immediately, and that carers are fully involved in supporting agreed plans and targets for the child – including encouraging children with homework and any after-school activities in which they show an interest.

Carers must ensure that every looked-after child has access to a room suitable for quiet study. Wherever possible, looked-after children should have access to suitable reading and reference material, receive support with their reading and, preferably, have access to a computer with appropriate software. Social services should know if carers are unable to provide the home–school support expected of them, and should take immediate measures to provide carers with the necessary expertise or information to enable them to do so.



Positive home–school links enhance educational life chances for all pupils ... looked-after children should enjoy the same benefits.

Other relevant documents

Young People, Youth Work, Youth Service, National Youth Service Strategy for Wales, WAG information document 004-07

This is the strategy document about young people and for young people aged 11 to 25. The vision, values, goals and actions in it demonstrate the intent to ensure that all young people in Wales have access to, and are involved in, decisions about the services, support, opportunities, activities and experiences that will enable them to gain the personal, social, emotional, intellectual and practical skills they need to get the best from their lives – now and in the future.

Fulfilled Lives, Supportive Communities

This is the Welsh Assembly government’s draft strategy for social services in Wales over the next ten years.





Additional information

Welsh Assembly Government – Children First

The Children First programme sets key objectives for the whole spectrum of services that vulnerable children depend upon, and evaluates how local authorities have made improvements in the service they offer. Visit www.childrenfirst.wales.gov.uk.

Welsh Assembly Government: *The Learning Country: Vision into Action*

Welsh Assembly Government – *Learning Pathways 14–19*
www.learning.wales.gov.uk

NCH Cymru – *Delivering Child and Adolescent Mental Health Services in Wales*

NCH Cymru – *Room for Improvement, a Manifesto for Children*
www.nch.org.uk

National Service Framework for Children
www.wales.nhs.uk

National Information Forum – publications include the booklet *Moving On for Young People Leaving Care in England and Wales*, which contains advice on how to continue with informal learning and other activities. Visit www.nif.org.uk.

Save the Children – *Righting the Wrongs, the Reality of Children's Rights in Wales, United Nations Convention on the Rights of the Child*.

www.savethechildren.org.uk/Wales

Bilingual resources from ContinYou Cymru

ContinYou Cymru has produced a number of resources to help people set up and run a range of oshl activities and clubs including:

Out-of-school-hours Learning in Wales: a Code of Practice

This is a handbook enabling anyone, whether in schools or in other organisations, to plan, deliver, sustain and develop a wide range of oshl activities and opportunities for all children and young people.

Out-of-school-hours Learning: Training and Resource Pack

This is for individual reference or group training – an invaluable resource for anyone involved in oshl.

ContinYou Cymru has produced a number of resources to help set up and run a range of oshl activities and clubs.

Key Welsh Assembly policies

The RAISE programme

Through the RAISE programme, the Welsh Assembly Government aims to reduce the social and educational barriers to achievement faced by looked-after children and young people. Between 2006 and 2008, £16m per year is being made available to enable schools in Wales to support disadvantaged pupils more effectively. An additional £1m for looked-after children will enable local authorities to offer support that parents might otherwise provide – including oshl activities.

Community Focused Schools

The Welsh Assembly Government is providing additional funding for schools to develop as a resource for the whole community. Schools are well placed to provide a base for: locally delivered childcare; play; family and child support; health services; youth services; and adult education. Schools can act as a location for the delivery of services to those with specialised needs, either working independently, if appropriate, or (more likely) in partnership with other agencies, such as health, social services or voluntary and community groups. Visit ContinYou Cymru at www.continyou.org.uk and click on the dragon.



Revision of inspection arrangements

New guidelines introduced by Estyn mean there is a greater focus on access to oshl opportunities for looked-after children within the wider aim of achieving the *Rights to Action* outcomes for every child or young person. Of relevance to this area of work will be:

- the proportion of young people who engage in council-provided youth activities and informal learning opportunities;
- parents and carers supporting children to enjoy and achieve;
- school development planning, targeting the needs of potentially underachieving groups; and
- recreational and voluntary learning opportunities, reflecting the needs of socially excluded groups.

Joint area reviews and annual assessments will take a particular interest in oshl opportunities for looked-after children, and will want to know that:

- looked-after children enjoy a range of cultural and leisure activities and can develop their individual interests;
- looked-after children are supported financially and in other practical ways to enable them to participate; and
- the participation of looked-after children in cultural and leisure activities is monitored, both at an individual and at a group level.

Visit www.estyn.gov.uk for more information.



Case studies

Examples of how schools and authorities in Wales have made oshl activities an integral part of raising the achievement of looked-after children.

LACES – Looked After Children’s Education Support, Merthyr Tydfil

LACES has developed partnerships with the Education Inclusion Service, Youth Services, the Youth Inclusion Programme, Merthyr Tydfil Voluntary Action, Barnardo’s, Careers Wales, the Youth Offending Team, the Who Cares Trust and independent foster agencies. Children in local authority care benefit from early intervention at Key Stage 1 and 2 through innovative out-of-school learning support programmes, based on shared reading and catch-up activities.

Since the project began in 2000, educational outcomes of care leavers have continually increased. Exclusion rates of looked-after children are now very low and attainment rates are improving. In 2004–05 20 per cent of looked-after children achieved five GCSEs grade A–C, in the following year this had increased to 33 per cent. In 2004, Merthyr Tydfil in conjunction with the Youth Offending Team, Barnardo’s, Careers Wales, Social Services and LACES, launched a scheme to help care leavers and other young people identified as being at risk of social

exclusion into full-time employment.

There are two project strands. The first targets school-age pupils of KS4 who are outside mainstream education; the second looks at post-16 provision for those young people who have not signed up for any training.

The project supports young people in improving their interview technique, filling in application forms, communication and essential employment skills such as time-keeping, reliability and team-working.

Using RAISE funding, Merthyr Tydfil has set up after-school provision for Year 9, 10 and 11 looked-after children. Home tutors and support staff now help young people with homework and social skills. In the first year feedback from the students involved has been positive.

Parents and Children Together (PACT) – Blaenau Gwent County Borough Council

The PACT Project was devised as a means of improving parents’/carers’ involvement in their children’s primary school education. Carers and parents are invited to take part in fun learning activities alongside their children in school, for one lesson a week. The programme is very effective in ‘breaking the ice’ and drawing the most reluctant parents/carers into the life of the school. As carers and parents grow more comfortable with formal learning settings, they are invited to become involved in supporting



their children’s informal learning, by taking part in activities alongside their children in the out-of-school-hours learning programme.

All Wales Education Support Group

The group began in 2001, with membership open to education liaison officers or education co-ordinators who have an education or social work background. The group’s role is to raise awareness about the educational attainment of looked-after children, through both the formal education system and informal out-of-school-hours learning programmes. It has a pivotal role in ensuring information is shared between agencies.

The group meets half-termly and has members the length and breadth of Wales working directly with representatives from the Welsh Assembly Government. In addition,

the group has devised an ‘All Wales Personal Education Plan’.

Compass Project Wrexham

A multi-agency project involving Barnardo’s Cymru, Youth Services, Housing and Social Services. Compass provides a ‘young person adviser’ and ‘signposting’ service, accessible during school hours and outside the school day.

The aim of the Compass partnership is to develop an integrated service between relevant agencies providing a comprehensive accommodation, information and support service for young people in social need in the Wrexham area. The service is open to young people aged 16 to 25, with priority given to those under 21. Compass also provides a ‘leaving care service’ aimed at supporting young people when they reach 16.

See www.barnardos.org.uk.



MIST Multi-disciplinary Intervention Service Torfaen

MIST supports young people with complex emotional and behavioural difficulties. The first project of its kind in Wales, it is managed by NCH Cymru and funded by Gwent Healthcare NHS Trust, Torfaen Local Health Board and Torfaen County Borough Council.

The MIST team combines input from social services, education and health professionals to help young people whose behaviour is so challenging it puts them at risk of exclusion from their homes, schools and communities. The project is designed to provide an intensive wraparound service to young people who have been or are at risk of being placed out of county. Holistic care packages are developed that include children and young people in formal education and encourage them to participate,

socialise and make new friends through fun learning opportunities outside normal school hours.

Not only does it bring together a multi-disciplinary team of professionals to provide consistent and intensive support to children and young people, it enables them to stay in their home areas rather than being placed in out-of-county residential units.

Catch-Up, Vale of Glamorgan LEA

Catch-Up is a structured literacy intervention programme. Developed at Oxford Brookes University and designed for children aged 6 to 11 years, it is available in both Welsh and English. The Children First team explored how Catch-Up could support looked-after children's literacy skills. They approached Atlantic College, a local college where all students

engage in voluntary work, to enlist help in delivering a version of the Catch-Up programme for looked-after children. As pupils became more interested in reading, the team set up a network of out-of-school-hours reading clubs to support them further. As a result of the project the children involved have improved their attitudes towards reading, have become more motivated in class and are more able to write independently.

Blaenau Gwent County Borough Council – Department for Lifelong Learning

The Department considers that the formal and non-formal learning needs, opportunities and achievement of looked-after children are an integral part of its strategy to raise standards of education. As a starting point for policy, this approach ensures the

needs of looked-after children are seen as integral rather than 'bolted-on'. This method of working reflects the commitment to equal opportunity, and is reflected in strategic and operational planes, for example, the Single Education Plan and plans drawn up in partnership with other departments and voluntary sector organisations.

The work of the looked-after children (LAC) co-ordinator and the LAC nurse is essential in working closely with learning centres and students. Partnership-working is developing constantly so that efficient and appropriate methods of passing relevant data are continually being set in place. This helps achieve targets for putting in place Personal Education Plans, raise achievement and attendance rates and reduce exclusions.

Support services and agencies

Contacts and resources for those working with looked-after children in Wales:

Canllaw

Develops and supports information services for children and young people.

www.canllaw.com

Carelaw

Provides guidance to the law for children and young people in care in Wales and England.

www.carelaw.org.uk

ChildLine

A 24-hour helpline for children and young people.

www.childline.org.uk/CymruWales.asp

Children First

A Welsh Assembly Government programme that aims to transform the management and delivery of social services for children in Wales. The programme assists all children in need, including looked-after children, children with disabilities, and care leavers. It is also designed to protect children in care from abuse or neglect. The programme sets out a number of key objectives for services related to clear outcomes for children.

www.childrenfirst.wales.gov.uk

Children in Wales

A national umbrella organisation for people working with children and young people in Wales, bringing individuals and organisations together. Among the services offered are a bilingual helpline for foster carers.

www.childreninwales.org.uk

Children's Commissioner for Wales

The Children's Commissioner for Wales is there to help ensure children and young people in Wales:

- are safe from harm and abuse
- get the opportunities and services they need and deserve
- have a voice in their communities and play as full a part as possible in decisions that affect them

- are respected and valued
- know about their rights and the UN Convention on the Rights of the Child.

The Commissioner's Office can also help teenagers and young adults who have been in care and look into the issues that affected them as children.

www.childcom.org.uk

Estyn

The Office of Her Majesty's Chief Inspector of Education and Training in Wales. A named inspector holds a brief for looked-after children.

www.estyn.gov.uk

Funky Dragon

This organisation has been designed by and for children and young people, to involve them more directly in the government of their country.

www.funkydragon.org

NACRO

NACRO aims to find practical strategies to help reduce crime. It advises agencies on how to work together to ensure looked-after children lead law-abiding lives.

www.nacro.org.uk

National Children's Homes Cymru

NCH Cymru provides more support services for children and families in Wales than any other voluntary childcare organisation. Areas of work include: vulnerable young people; young people who are in the care of local authorities or who are leaving care; and young carers. NCH Cymru also manages residential units, some of which are home to young people who are, or who have been, in the care of local authorities.

www.nch.org.uk

National Society for the Prevention of Cruelty to Children (NSPCC)

The UK's leading charity specialising in child protection and the prevention of cruelty to children.

www.nspcc.org.uk

National Youth Advocacy Service

A children's charity offering social and legal advocacy services to children, parents, carers and professionals.

www.nyas.net

Play Wales

The national organisation for children's play in Wales, funded by the Welsh Assembly Government.

www.playwales.org.uk

Voices from Care Cymru

An organisation for children and young people who are, or who have been, looked-after by local authorities in Wales – run by people who have experienced the care system themselves.

www.vfcc.org.uk

Wales Council for Voluntary Action

The umbrella body for voluntary organisations across the whole of Wales.

www.wcva.org.uk

Wise Kids

A Welsh organisation whose aim is to work with communities, youth or education authorities, and schools throughout Wales.

www.wisekids.org.uk

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