



The Raising of the Participation Age

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School Improvement Service in Partnership with

Lincolnshire
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The Raising of the Participation Age.....

.....until the end of the academic year in which
they are 17 for 2013 Year 11 leavers
(this September's Year 10 starters)

..... until the end of the academic year in which
they are 18 for 2014 Year 11 leavers
(this September's Year 9 starters)



Participation in learning is.....



- work-based learning, such as an Apprenticeship
- full-time education in a college of FE, a school sixth form or a sixth-form college
- Foundation Learning with an Independent Private Provider (*NB FL is under review!*)
- Independent Specialist Provision for learners with the most profound learning difficulties or disabilities
- part-time education or training (more than 280 guided learning hours/year) if they are employed, self-employed or volunteering for more than 20 hours a week.

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Supporting Participation Post-16

Until now	2011-12	2012+
Schools through Careers Ed and Educational Guidance	Schools through Careers Ed and Educational Guidance	Schools through own arrangements
LA/ Connexions PA working with YP in schools pre-16	LA "Careers Service" advisers working in schools	National Careers Service helpline and website
LA/ Connexions working to engage NEET post-16 outside school	LA locality teams working only with the most vulnerable who are NEET/ in danger of NEET	LA locality teams working only with the most vulnerable who are NEET/ in danger of NEET

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Carrot or Stick?

Policing of school responsibilities



Quality Kitemarks

Maybe

Progression Measure



**Performance Measure or
Accountability Measure**





LA Responsibilities



“Local authorities will retain their statutory duty to enable, encourage and assist young people’s participation in education and training. As we maintain the commitment to raise the participation age to 18 by 2015, the Early Intervention Grant will help local authorities to support vulnerable young people to engage in education and training, intervening early with those who are at risk of disengagement.”

DfE 2011

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Learners with Learning Difficulties and Disabilities (LLDD)

For learners with Statements of SEND

- If transferring at 16 or 19, LA responsibility to assess needs and broker appropriate learning provision under Section 139 of the Learning and Skills Act 2000
- Carried out by Learning Disability Advisers that will be part of the LA's 'Additional Needs Team'

For Learners on SEND Register without a Statement

- Generally for the school to ensure progression is well-managed and appropriate (using CAF process if significant other needs)



WORKING WITH THOSE AT RISK OF NON-PARTICIPATION 2012+



Vulnerable and at risk of NEET/ NET	LA support through CAF/ TAC/ Learning Disability Advisers
Not classed as vulnerable but at risk of NEET/NET 16-19	School responsibility to identify and intervene

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Sufficient Provision?

ASCL Act, 2009 –

Education and training for persons over compulsory school age:

A local education authority in England must secure that enough suitable education and training is provided to meet the reasonable needs of—

(a) persons in their area who are over compulsory school age but under 19, and

(b) persons in their area who are aged 19 or over but under 25 and are subject to learning difficulty assessment.

Four Strands to RPA Rollout

1	The Local Authority continues to support the most vulnerable young people into learning	Children's Services locality teams and (for one year only) the Careers Service
2	Schools are adequately prepared to fulfil their responsibilities for ensuring the successful transfer of all young people into post-16 learning	The 14-19 Team and (for one year only) the Careers Service
3	The local authority has identified specific gaps in provision and is working with providers and the YPLA/ EFA to fill those gaps year on year	The 14-19 Planning and Allocations Team
4	Young people, parents, carers, employers, providers and support workers are aware of the implications for them of RPA	Lead agency to be agreed

What Next for Schools?

- We are expecting to hold awareness raising sessions around the county in autumn based on good practice in RPA pilots
- There will then be opportunities for schools to receive individual support from the 14-19 and CEIAG teams
- Announcements about the Progression Measure are expected in the autumn

What next for Children's Services?

- Considered look at who has responsibilities for RPA within new structures.
- Concerted action to support vulnerable young people.
- Thorough analysis of provision growth needs linked to strategic commissioning where necessary.

Issues for the CYPSP

- How do we continue to ensure coherence in support for young people into learning in response to RPA?
- Is there a need for awareness raising?
- What are the implications for CYPSP partners?
- What are the implications for the Partnership as a whole?