

**CHILDREN AND YOUNG PERSON'S  
STRATEGIC PARTNERSHIP**

<b>DATE OF MEETING:</b>	<b>9 May 2012</b>
<b>SUBJECT:</b>	<b>The Raising of the Participation Age(RPA) Guidance for Vulnerable Young People</b>
<b>REPORT SPONSOR:</b>	<b>Andy Breckon, Assistant Director</b>
<b>NAME OF CONTACT OFFICER:</b>	<b>Keith Batty, Principal Adviser 11-19</b>
<b>CONTACT OFFICER TEL NO:</b>	<b>01522 553298</b>
<b>CONTACT OFFICER EMAIL ADDRESS:</b>	<b><a href="mailto:kbatty@cfbt.com">kbatty@cfbt.com</a></b>
<b>IS THE REPORT EXEMPT?</b>	<b>No</b>
<b>IS THE REPORT CONFIDENTIAL?</b>	<b>No</b>

**1. Purpose**

For Discussion

**2. Background/ Context****2.1. The Legal Background**

- 2.1.1. The Education & Skills Act 2008 requires that, from September 2013, all young people shall remain in education and training to the end of the academic year in which they are 17. From September, 2015, this is requirement is extended to age 18.
- 2.1.2. The Education Act, 2011, reinforces this requirement but gives the power to the Secretary of State for Education to decide how the requirement will be enforced. Enforcement is to be reviewed on an annual basis from 2014.
- 2.1.3. The Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils from September 2012.
- 2.1.4. Once the duty on schools has begun there will be no expectation that local authorities will provide a universal careers service, although their statutory responsibility under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training, remains unchanged.
- 2.1.5. Local authorities are also expected to have arrangements in place to check that 16 and 17 year olds have received an offer of a suitable place in post-16 education or training, and this will become increasingly important as the participation age is raised.
- 2.1.6. To enable local authorities to do this, they will continue to track young people's participation through the local Client Caseload Information

- System (CCIS) in order to identify those who are at risk of not participating post 16, or who are in need of targeted support.
- 2.1.7. Schools should work with local authorities to support them in recording young people's post-16 plans and the offers they receive along with their current circumstances and activities.
  - 2.1.8. Section 72 of the Education and Skills Act 2008 requires all schools to provide relevant information about pupils to local authority support services.
  - 2.1.9. Schools should also work in partnership with local authorities to ensure they know what services are available, and how young people can be referred. The 2011 Education Act places a duty on schools to notify local authorities whenever a 16 or 17 year old leaves learning.

## 2.2. Current Situation

- 2.2.1. Following the decision to discontinue the *Connexions* service, the Local Authority has put in place a Careers Service. The initial purpose of the Service was to ensure that the Local Authority's duties in relation to careers guidance were carried out prior to the transfer of the duty to schools in September 2012. As such the main focus of its work is currently with schools to provide individual support to young people who require it.
- 2.2.2. The County Council is currently considering how best to refocus the work of the Careers Service from September 2012 to continue to fulfil its duty to encourage, enable and assist the participation of young people in education or training, and to track young people's participation through the Client Caseload Information System (CCIS) in order to identify those who are at risk of not participating post-16, and those who are in need of targeted support. This will become increasingly important with the implementation of Raising the Participation Age.
- 2.2.3. Whilst the Targeted Youth Support teams based in locality teams will support the most vulnerable young people, the availability of resource means they can only provide support where a young person has significant other needs: for example where there is a TAC (Team Around the Child) in place. They also do not necessarily have staff with appropriate professional careers guidance qualifications.
- 2.2.4. Specific groups of young people continue to be over-represented in NEET (Not in Education, Training or Employment). For example, care leavers; young people with learning difficulties and/or disabilities; young people who have attended Solutions 4 provision; young people under the supervision of the Youth Offending Service and there are many others.
- 2.2.5. The RPA Vulnerable Learners Group comprises representatives from key services and agencies that offer support to vulnerable young people. It has met to consider how best the careers guidance and support needs of these specific groups of young people can be met, and what support the existing agencies working with these young people are able to provide. The conclusion was that whilst a range of support is available, most of the support agencies are *not* able to provide professional careers guidance. There will therefore be a requirement to ensure this support is made available to those young people who need it. It is likely that the Careers Service will fill that gap except in the case of learners with more profound learning difficulties and/ or disabilities where the Additional Needs Service may be better placed to provide guidance above and beyond the universal service provided by the learner's school.

- 2.2.6. It is also recognised that schools may require support to fulfil their duties, particularly in the first few years year, in relation to identifying those young people at risk of NEET, and in providing the specialist support they may require. However, the focus of the Local Authority funded service will, by necessity, be in the main focussed on those young people who become NEET after they have left compulsory education.

### 2.3. Progress to date

- 2.3.1. The 14 – 19 team, working with pathfinder authorities across the country have developed a draft process and criteria to assist schools to identify young people most at risk of NEET. This will be piloted with a number of schools over the coming months.
- 2.3.2. The vulnerable learners group have started to work on mapping the support currently available and where additional access to professional careers guidance services will be required. They are also looking at what processes can be put in place to assist schools to support the most vulnerable learners. This includes identifying what steps we might expect the school to already have taken (within their statutory duty) before the Local Authority Careers Service would become involved, what form that involvement might take, and how it would be funded.
- 2.3.3. The local authority is considering the resources available to it, within tight budgetary constraints, to meet its own statutory duties including enabling and assisting the participation of young people in education and training, and tracking young people's participation.
- 2.3.4. Further work needs to take place in relation to referral process and sharing of information.

### 2.4. Issues, Opportunities and Difficulties

The absence of a universal careers service will present challenges. There will be a need for protocols to be agreed and in place to ensure that all young people are able to access the support they need to participate in appropriate post 16 learning and to meet requirements of Raising the Participation Age. The young people in year 11 from September 2012 will be the first to be required to remain in education until the end of the academic year in which they turn 17.

## 3. Recommendation

The Partnership is invited to comment on the current and proposed activities and provide further suggestions as to how the partnership can ensure the transfer of the statutory duty to schools will ensure the best interests of all young people are met, and participation in post-16 education and training is increased.