

## Appendix A

### Local Authority Engagement in Area Reviews

We will ask local authorities to make an input at the first steering group meeting on the local area, its needs and the challenges that can be addressed through the review. This should include:

- **Demographics and deprivation:** Do you have information, data and intelligence that would be helpful in showing the local demographic picture for the age 16-19 cohort: declines, rises, and deprivation? For example:
  - What is the picture of decline and recovery?
  - Are there housing or transport developments that will impact?
  - Are there variations in the pattern across the area and when does the primary surge start to move through into post-16?
  - To what degree and what assumptions are there about forecasting?
- **Participation:** Data available for the area review is based on the Statistical First Release data, which is not always a true reflection of local movement.
  - Do you have further data and information that would update this profile, beyond that submitted? (and what assumptions are there about forecasting?)
  - Do you have any information, based on year 11 participation and Basic Need data, to indicate likely demand on post-16 institutions and are there housing or transport developments that will impact on these projections?
  - Are there specific aspects that you would like to see identified through the review?
- **Local learner outcomes:** Again data used by the area review will be based on published data.
  - Do you have any concerns that you wish to raise about local learner outcomes? This should include any specific concerns about outcomes for young people with characteristics protected by the Equality Act 2010.
  - Where LAs have conducted their own recent analysis of learner outcomes, such as A level performance, sharing with area review will be a helpful contribution
- **High needs post-16 provision:** Local authorities have a statutory duty around ensuring that there is sufficient suitable provision for their residents aged 16-19 and a particular duty and commission role in relation to learners with additional needs. It is therefore important that LAs come to the meetings with a view on any gaps in provision for these learners and any issues regarding quality. The data available to the area review team comprises numbers of

funded places only at the initial stage and does not reflect actual delivery or the totality of the SEND offer.

- Are there any available forecasts of SEN levels/specialisms required locally for the future?
  - Are there current gaps in provision that colleges might be able to fill – e.g. by increasing capacity in order to reduce the number of young people attending residential provision?
  - Are there any particular issues around either the supply of suitable provision for SEN learners or the outcomes that you wish to mention?
  - Are there further specific points about SEND and High Needs you would like to see articulated in the review?
- **Gaps in provision:** Are there any particular gaps in provision for young people in general or in specific geographical areas?
    - What are the gaps (sector or type of provision/geography/numbers)?
    - What action have you taken so far to fill those?
    - This should include any specific concerns about outcomes for young people with characteristics protected by the Equality Act 2010.
  - **Configuration of provision:** Does the LA have any views on the current configuration of post-16 provision and any recommendations to improve access to learners, specialist accommodation, building condition or travel arrangements?
  - **Skills:** Both the LAs and the LEP(s) involved in the review will have a role to play in specifying the skills needs and the skills gaps for the future.

There is an expectation that the LA will come to the first Steering Group with some input on the aspects detailed above – either in the form of a position statement or a slide presentation. The skills template provided should result in some information to respond to the following questions:

- What are areas of employment growth for the area and why?
- Where are the gaps between the current skills available and what will be needed for the future?
- What are the key areas of development / change that need to be considered in the review?
- What part do you expect the colleges to play in this?

## **Input at the meetings**

**Challenge role:** local authorities have a role in providing challenge on emerging options to ensure that the needs of all learners and employers will be met by any potential changes.

**Schools engagement in the area review process:** While the area review team will supply the base post-16 schools data, LAs and RSCs will be able to provide input on issues around schools or applications in the pipeline for new post-16 provision. It will be important to agree early who writes to the schools/academies, whether there is potential/need to run any schools engagement sessions with representative leads and how the feedback is collected. A suggested standard letter templates will be provided when a review starts and this can be sent from LAs with responses coming into the area reviews mailbox.

**Facilitating employer/council engagement:** LAs and LEPs will also be able to provide some input on the employer voice and may be able to facilitate engagement of employer groups, district councils etc. where this will be helpful to providing insight into local needs.

Contact: [area.reviews@education.gsi.gov.uk](mailto:area.reviews@education.gsi.gov.uk). Once an area review is announced, the lead for the area review team will be in touch with local authorities about the expectations and requirements for the review

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