

**EXECUTIVE RESPONSE TO IMPROVING ACCESS TO POST-16 LEARNING PROVISION IN LINCOLNSHIRE –
ACTION PLAN ARISING FROM RECOMMENDATIONS**

Recommendation	Recommendation Accepted? Yes/No	Initial Response	Action	Timeline	Who	Progress
Recommendation 1 Schools, colleges and training providers should be encouraged to spend in full the 16-19 bursary funding to provide financial support to post-16 students for the purposes such as those outlined in the example framework attached at Appendix 2.	Yes	Each institution is responsible for spending their bursary funding and for setting the criteria for their students to access it.	Encourage schools to agree a common policy for the application of the bursary fund. Communicate that next year's bursary fund will probably use this year's spend as the allocation basis for 2012/13 so that they are encouraged to allocate there funding in full.	Nov 2011	Roy Nelson	As at June 13 all institutions have their published policy and it is available to learners either in paper form or on the schools' intranet. In addition, as far as we know, all schools have a person in charge of the application process who can provide advice, guidance and judgement.
Recommendation 2 Lincolnshire County Council should gather evidence on the overall impact on student participation following the disappearance of the Education Maintenance Allowance (EMA) and other financial pressures by the end of March 2012 to inform the academic year of 2012/13. Depending on that evidence, the Executive should identify what further action should	Yes	The overall impact on student participation following the ending of the EMA scheme and "other financial pressures" will not be fully realised until the academic year 2012/13. This is because existing students receiving the EMA in the year 2010/2011 who move into the second year of their course are entitled to	Data will be gathered on post 16 student participation rates from September 2011 and repeated for September 2012	Data - Jan 2012 & Jan 2013 Report Feb 2012 and updated Feb 2013	School Administration (David Robinson & John O'Connor)	From data held by School Services regarding successful applications for home to school or college transport show an increase in numbers applying for transport support from September 2012 in comparison with September 2011, and a reduction in refusals of transport. In September 2011 there were 2650 applications for post 16 transport support, of which 1978 were accepted and 672 refused. In September 2012 there were 3,365

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be taken if required.		<p>continue to receive some funding for the 2011/12 year. Any potential impact might be mitigated by the introduction of the student bursary and the effect of the bursary should be considered at the same time.</p> <p>Although the EMA was not a payment made by the local authority, the Executive/ County Council is interested in gathering intelligence on the impact and effects of its withdrawal.</p>				<p>applications, of which 2722 were accepted and 643 refused. Source: LCC STAMP data analysis May 2013.</p> <p>Officers hosted a visit in January to Lincolnshire by Jennifer Coupland (DfE Deputy Director for Participation) and Nick Thatcher (DfE 16 – 19 Financial Support Policy) to discuss the issues and challenges facing a large rural county with sparsely populated areas in implementing RPA (Raising the Participation Age). The current consultation (May 2013) on the method used to allocate the discretionary element of the 16 – 19 Bursary Fund includes a question about including a rurality factor in calculating the bursary allocations to reflect the greater transport costs faced by some disadvantaged learners.</p>
<p>Recommendation 3 Lincolnshire County Council should lobby the Government for an increase in the bursary funding allocated to Lincolnshire to recognise the specific difficulties arising from the rurality of</p>					Elected Members	<p>Members continue to lobby through Lincolnshire MP's on a range of school funding matters.</p> <p>The Children and Young People Scrutiny Committee was asked to consider if the Committee wishes to make additional representation to</p>

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Lincolnshire.						Government at its meeting on 19 October 2012. The Committee discussed this recommendation and agreed not to make additional representation to Government as this is already happening through a number of routes.
<p>Recommendation 4 A review of the impact of the increase in the cost of post-16 transport on student participation should be carried out by the end of March 2012.</p>	Yes	<p>The increase in the student contribution from £199 per annum to £296 per annum became effective for post 16 learners from September 2011. The increase to the full agreed contribution to £396 was deferred until September 2012. It is a matter of interest to the County Council whether the increase will prevent potential students from participating in education and training. The contribution required is considered affordable and is considerably less than most other rural local authorities' charges, being in the lowest decile in the range of charges made by English rural local authorities.</p>	<p>Data on learning outcomes (courses and subjects undertaken) will be gathered and analysed this year and next.</p>	<p>Data - Jan 2012 & Jan 2013 Report Feb 2012 and updated Feb 2013</p>	<p>School Administration (John O'Connor /David Robinson)</p>	<p>The figures show an increase in numbers qualifying for post 16 transport support in Lincolnshire from September 2011 to September 2012, from 1978 to 2722. Source LCC STAMP data analysis May 2013.</p> <p>Discussions have been held with Colleges to try to get robust data regarding reasons for learners dropping out. This is problematic due to the Individual Learning Record (ILR) not enabling us to identify reasons for leaving in relation to financial hardship.</p>

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<p>Recommendation 5 A review of the impact of the changes on providing post-16 transport only to the nearest provider on student participation and drop out rates should be carried out by the end of March 2012.</p>	Yes	<p>With effect from September 2011, the County Council's transport policy changed in respect of qualifying schools and colleges for mainstream students. The policy now is to offer subsidised transport to the nearest further education college or as an alternative to the nearest school with a sixth form. Pupils already at a school with a sixth form who are entitled to transport pre -16 will be entitled to continue to receive transport even if it is not their nearest sixth form , thus ensuring continuity. There are also safeguards for students travelling to specialist courses in the county, such as access to music, agriculture and horticulture.</p>	<p>Data will be gathered on student participation and drop-out rates, as well as on provision and choices from September 2011. This will be analysed and compared with figures for previous years.</p>	<p>Data - Jan 2012 & Jan 2013 Report Feb 2012 and updated Feb 2013</p>	<p>School Administration (John O'Connor /David Robinson) Lynn Smith</p>	<p>Post-16 providers cite transport costs as one of the factors that impact on learner numbers and indicate that some learners have cited this as the reason for dropping out early (5 -10% of learners who leave early)</p> <p>The figures show that the overall number of applications for post 16 transport increased between 2011 and 2012, from 2650 to 3365. The number of refusals fell from 672 in 2011 to 643 in 2012. In terms of the reasons for the refusal, the numbers refused for not attending their nearest or designated FE college fell from 431 in 2011 to 372 in September 2012. The numbers refused for not attending their designated or nearest sixth form increased slightly from 116 in 2011 to 140 in 2012.</p> <p>It is not known how these figures reflect overall dropout rates since this data is held by colleges. Source: LCC STAMP data analysis May 2013</p>

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						<p>Further analysis of the figures on applications shows that the numbers refused transport to attend their choice of college or school sixth form are 11.5% and 4.3%. Together that makes 15.8%. This is a significant number of young people not getting the course they want because of transport issues.</p> <p>As the change to LCCs post-16 transport subsidy coincided with the replacement of EMA with Bursaries, it is difficult to attribute any shift to LCCs transport policy alone.</p>
<p>Recommendation 6 A review should be carried out into the possibility of a countywide post-16 learning concessionary fare scheme for young people, which is only available to young people when attending courses, training and Apprenticeships.</p>	No	<p>Transport in Lincolnshire, including school and college transport, is organised by the County Council and delivered by private sector operators who also operate the public transport network.</p>				<p>The issue of a county-wide post 16 learning concessionary fare scheme has been considered at times in the past and each time found to be prohibitively expensive due to the investment in infrastructure needed to operate a concessionary scheme.</p>
<p>Recommendation 7 The Careers Education, Information, Advice and Guidance (CEIAG) team should monitor and review the quality and</p>	Yes	<p>1. Monitor performance via survey of young people in year 12, data on destinations and dropout rates, colleges' reports on</p>	<p>Gather 2011-12 data</p>	<p>Initial report Sept 2012. Then</p>	<p>Mark Wilkinson</p>	<p>Task and finish group created to focus on supporting young people with their transitions. This will enable information on leavers from courses to be shared and young people</p>

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independence of the new careers service provided by schools from September 2012.		access to schools IAG programmes, take up of LCC Careers Service offer.		annual reports	Steve Walker	<p>followed up. Work completed and SHIRPA (Systematic, Helpful, Indicators for Raising Participation Age) has been shared with schools.</p> <p>39 schools have purchased a service from CfBT Careers Guidance Service. We have been contracted to deliver 924 days of delivery over the full academic year. The activities delivered include face to face guidance, parent's events and group sessions. Although the time purchased is significantly less than that provided free of charge the previous year in those schools who are purchasing a service we have, by working in partnerships with schools, maximised the effectiveness of the time. As at the end of May 3,680 different young people have had a face to face contact.</p> <p>In 2011/12 we provided interviews to 3868 of the Y11 cohort across all schools mainstream, Solutions 4 and BESD (Behavioural, Emotional and Social Difficulties) schools in Lincolnshire when this was still the responsibility of the Local Authority. This amounted to 40.8% of that</p>

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			<p>Run IAG subgroups and training to communicate responsibilities</p>	<p>To start Dec 2011 and then termly IAG network meetings</p>		<p>cohort. Within the schools, where we are contracted to provide a service, in 2012/13 so far we have interviewed 2532 students in Y11 from a cohort of 6429 (39.3%). The reduction in the percentage of the cohort receiving a face to face interview has declined by only 1.5%</p> <p>11 schools are accessing guidance services from other providers 7 schools are believed to be providing no independent careers guidance 2 schools we have not been able to establish what their provision is.</p> <p>Guidance Network Conference in December with 41 schools attending with a workshop on RPA (Raising the Participation Age). Five IAG (Information, Advice and Guidance) network meetings held half termly across the county and attended by training providers, schools and colleges has RPA as a standard agenda item. IAG network meeting continue to meet and support IAG development</p>
		<p>2. Communicate and/or offer training to schools on their responsibilities</p>	<p>Continue to offer Career Mark support and access to online</p>	<p>Ongoing</p>		<p>New statutory guidance from DfE (Department for Education) has extended the duty down to year 8</p>
		<p>3. Review programmes via self assessment of schools and schools</p>				

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		working to Career Mark	self assessment tool			<p>and up to post 16. Support to schools to help them prepare for this change is being offered and a report from the findings will be produced October 2013.</p> <p>In addition 'Career Mark' has achieved national validation status and support for schools towards this continues to be offered. Data from 2011/2012 shows that dropout rates in school year 12 to 13 is 5% lower in those that hold Career Mark.</p> <p>In addition a new accredited level 4 course for school senior leaders has been developed with the awarding body AIM and will be offered (at a charge) to school staff from December 2013. This covers the area of contracting in independent, impartial careers guidance.</p>
<p>Recommendation 8 There should be more collaboration around provision between local authorities, schools, colleges and other post-16 providers in Lincolnshire and with neighbouring counties. The 14-19 Strategic Partnership should be requested to investigate a mechanism for ensuring this collaboration can</p>	Yes	Regular meetings are held between LCC Officers and neighbouring authorities.	Investigate ways of encouraging collaboration and remove any barriers identified	Ongoing	M Freeman	<p>Head of Service 14-19 holds regular meetings with neighbouring Local Authorities.</p> <p>639 sixth form learners come from outside Lincolnshire, mainly from Nottinghamshire and North East Lincs.</p> <p>1084 post 16 learners left Lincolnshire to access FE; more Lincolnshire residents are taught</p>

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occur.		<p>It is not within the remit of the 14-19 Strategic Partnership to ensure collaboration between institutions, however they can encourage it. The LA is working hard to encourage collaboration, but schools, Academies, colleges and other providers (including charitable and third sector providers) are autonomous and independent bodies.</p>	<p>Undertake a strategic analysis of the post 16 'offer' identifying areas where collaboration could take place.</p>	Oct 2012	R Nelson L Smith	<p>outside the county than are taught in it with the biggest exports going to Grimsby and Kings Lynn. Close regional work on Post 16 high cost funding changes taking place.</p> <p>Full post 16 collaboration takes place in: The Sleaford Joint Sixth Form (Carres and St Georges) and North Kesteven Joint Sixth Form (North Kesteven and Robert Pattinson). Some collaboration (8 courses in minority subjects) between Kings School, KGGGS and Walton in Grantham Minor collaboration between Spalding High and Spalding Grammar. Some on-line collaboration between some Lincoln Sixth Forms</p> <p>Analysis identifies the over-supply of school A Level provision, small classes and detailed opportunities for collaboration. We have a curriculum map of all post-16 activity, including colleges and independent providers for AY 12/13. The map has been distributed to all providers</p>

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			Meetings held with School Sixth Forms to identify the financial impact of the funding changes and to identify possible solutions	Ongoing		The Post 16 funding reforms (2013/14) will not result in huge differences to the funding per pupil but definitely raises concerns about the viability of small school sixth forms. We have a detailed breakdown of the funding changes between 12/13 and 13/14 for each sixth form, and discussed this with them. The local authority has no discretion over the quantum of funding.
<p>Recommendation 9 The gaps in post-16 learning provision that are not being addressed by collaboration should be identified and addressed by Lincolnshire County Council in partnership with the Education Funding Agency (EFA) and post-16 learning providers.</p>	Yes	It has been identified that there are sufficient numbers of places for the learner cohort for 2011. There is a process in place to identify gaps.	Working through the 14-19 structures to identify and then address any gaps identified	Annual process	M Freeman	<p>Colleges are well placed to take up any slack and YMCA (Young Men's Christian Association) and NACRO as national organisations will also have capacity and resources to expand (NACRO provision is under review due to recent inspection grades). GIFE could meet the gap in the north-east of the county.</p> <p>The annual strategic analysis is currently being undertaken which will identify any gaps.</p>

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<p>Recommendation 10 The review into post-16 provision for learners with learning difficulties and/or disabilities (LLDD) should be implemented, including the issues for LLDD as detailed in the report on pages 28-29.</p>	Yes	A LLDD Programme Coordinator has been recruited to implement the recommendations	<p>A draft strategic document/ plan is being developed.</p> <p>A Strategic planning group is established. Links being established with Post 16 providers.</p> <p>College Principals have voiced a commitment to building their capacity to meet the needs of learners with more complex needs.</p>	2013/14	M Reader	<p>The Strategy was formally launched on Friday 21st September 2012.</p> <p>6 Local working groups have been established to take forward the action plan.</p> <p>Local working groups have grown to also include Welfare to Work team, CIAG (Careers Information, Advice and Guidance) and independent providers. Joint bids for development funding have resulted in new cost effective provision being established and accessed jointly by providers e.g. An internet cafe and photography/printing enterprise run by Grantham college, YPLP (Young People's Learning Provision) and GANF (Grantham Additional Needs Federation) special schools. Similar collaborative projects are running in Stamford, Boston and East Lindsey</p> <p>Growing Futures has been established in the Queens Park school building housing, Action for Children, W2W, Pelican Trust and Lincoln College, providing enterprise activities and hydrotherapy pool linked in with St Christopher's school. A new provision is due to open September 2013 to provide further education for learners in</p>

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						<p>Lincoln with complex and medical needs, through a partnership between St. Francis school and Grantham College.</p> <p>Transitions officers are in place to support learners from school in the South and East and from the BESD schools to college</p> <p>A Directory of post 16 provision for LLDD has been produced and distributed and will become web based this year</p> <p>New funding arrangements for September will allow learners to follow bespoke study programmes which will include Supported Internships. All the colleges are working in partnership with the W2W (Welfare to Work) team to support learners through the course into work. Staff have taken part in training for Systematic Instruction and RARPA (Recognising and Recording Progress and Achievement). Enterprise activities have been established at all the colleges to help students develop work skills</p> <p>5 bids for Education Funding Agency (EFA) Demographic Growth</p>

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						<p>Capital Fund (2013/15) to expand College LLDD capacity have been submitted:</p> <p>Grantham College - to create a dedicated suite of rooms for students with complex needs including personal care needs and those on the Autistic spectrum as current facilities are at capacity and/or inaccessible.</p> <p>Stamford College - to develop specialist local provision to meet the needs and demand for places of the learner groups identified. This will require a secure specialist setting with facilities to provide high levels of personal care; significant space for both ambulant and non-ambulant learners; easy access; parking and learning environment - including sensory inputs.</p> <p>Linkage – aimed at BESD cohort, the GO project will use the built environment of a training hub (an Opportunity hub) to create defined physical areas of activity e.g. motor mechanics / valeting, horticulture, catering and hospitality, painting and decorating, construction, digital media, health and beauty, business administration and retail</p>

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						<p>Lincoln College – (two bids)</p> <ol style="list-style-type: none"> In partnership with specialist schools to open a small bespoke provision for high functioning autistic learners to increase the curriculum offer including various enterprise opportunities e.g. Retail, MV, Community Café, Drama. To change the use of an existing small retail shop in Cathedral Building (Lincoln campus) to a disabled toilet/wet room. <p>Refurbishment of an area of the college premises to turn it into a painting & decoration, crafts and furniture restoration workshop for LLDD.</p> <p>In response to community need to increase the curriculum offer at Gainsborough.</p>
<p>Recommendation 11 Lincolnshire County Council will work with post-16 learning providers to ensure that all care leavers in post-16 learning receive the 16-19 bursary funding so that they are able to continue their studies and that the other issues raised by care leavers as detailed in the report on pages 29-30, such</p>	Yes	LCC is working with Barnardo's to agree an action plan.	<p>The development of an EET plan which includes care leavers as a group</p> <p>Barnardo's are supporting Vulnerable learners group.</p>	Nov 2011	Barnardo's	<p>In 2013/14, institutions will receive 16-19 Bursary Fund allocations for discretionary bursaries only. The funding for vulnerable student bursaries will be held centrally by the Learner Support Service and institutions will draw down this funding on demand throughout the academic year. This change will remove the possibility of the</p>

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as more access to Apprenticeships, are addressed.			14 – 19 Team representation on the leaving care Partnership Board		14-19 Team	<p>provider not having enough funding to meet the needs of the vulnerable young person.</p> <p>LCC has developed a youth employment plan which identifies Care Leavers as a priority group.</p> <p>The Vulnerable Learners Group, in partnership with Barnardo's, held a conference to disseminate information on the support available for vulnerable learners. Further work is being undertaken to support care leavers in accessing study programmes.</p>
<p>Recommendation 12</p> <p>Schools should be encouraged to promote all learning providers, apprenticeship providers, and colleges as part of their Careers Education, Information, Advice and Guidance (CEIAG) to help reduce the NEET figures and unemployment.</p>	Yes	<p>There is a need to give schools the means to do this. That should be met by an online prospectus of opportunities post 16</p> <p>Schools need to be aware of the value to them of their students not becoming NEET. This can be done by explaining to them the link between progression measures and the impact of this on an Ofsted inspection</p>	<p>UCAS Progress 'Search' would need to be purchased.</p> <p>Training given to schools at heads briefings and IAG training events</p>	<p>Start Dec 11 for launch at Easter 12</p> <p>Start Dec 2011 and training planned for March and July</p>	<p>John Herbert Karen Thorpe</p> <p>CEIAG team</p>	<p>On line Prospectus launched Sept 2012.</p> <p>Information being given via RPA training for schools and senior leadership training.</p> <p>All Schools/Academies and Special Schools have been given access to the internal tool (SHIRPA) to be used for early identification and targeting of young people at risk of NEET.</p>

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		<p>Due to changes in the priorities of the National Apprenticeship Service (NAS) a gap in promoting apprenticeships in schools was identified.</p>	<p>Two Apprentice Champions have been appointed to champion Apprenticeships across Lincolnshire with young people, parents/guardians and schools</p>	<p>Dec 2011</p>	<p>L Smith</p>	<p>Initiating/attending employer networking events resulting in contact with over 1200 employers across the County. Engagement of over 200 employers creating over 300 new Apprenticeship opportunities. 1000 young people accessed information about apprenticeships through young people's days at Sleaford, Lincoln, Boston and Stamford. High profile 'Have-a-Go' events have attracted in excess of 2500 participants and the involvement of many employers from the local areas. Relationships built with 57 of the 62 schools/Academies in the County, resulting in over 100 formal events and presentations. Relationships developed with 10 Special Schools resulting in SEN/LLDD young people becoming connected with mainstream opportunities. Training/familiarisation events with LCC/CfBT Careers Service staff, Schools careers advisers and teachers and Job Centre Plus staff resulting in up to date knowledge</p>

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<p>Recommendation 13 Schools and colleges should be encouraged to provide an all year round post-16 education system, which allows entry at other times during the academic year rather than just in September.</p>	Yes	<p>Colleges already have some flexibility around start dates. Schools would find this very difficult unless there was a significant change to the funding methodology</p>	<p>Raise this with the consortia. Include this in the response to the DFE funding consultation.</p>	<p>Jan 2012 Dec 2011</p>	L Smith	<p>and understanding of the Vocational/Apprenticeship route to success. All year starts are now a feature at both Grantham and Boston Colleges for Level 2 and below. Apprenticeships and Independent providers have 'roll-on roll-off' provision. It has been identified that in year starts for level 3 are required. The need for such flexibility has been discussed in the termly meeting with principals. The issue will always butt up against the viability of flexible programmes</p>
<p>Recommendation 14 The Executive should endorse and implement the action plan attached at Appendix 3 to ensure that the issues around the skills gap, lack of Apprenticeships, work experience and raising of the participation age are addressed.</p>	Yes	<p>The Economic priorities and Learning Needs Plan has been produced and funding identified for 2011/12.</p>	<p>The partners deliver the plan</p>	Mar 2012	L Smith C Hughes	<p>Work to better understand the skills needs of employers is being undertaken by the Skills Board and LCC (Economy). The Strategic analysis will include skills information which will be included in the strategic priorities.</p>

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<p>Recommendation 15 All elected members should seek to influence the mix of provision, demand and support for learners through their roles as community leaders; employers; media advocates and as governors of schools and colleges by, for example:</p> <ul style="list-style-type: none"> ❖ Taking every opportunity to articulate to parents, young people and employers the economic needs of the county and the future trajectory of the economy ❖ Encouraging all employers to convert jobs with little training to Apprenticeships for young people ❖ Ensuring that debates about plans for growth in provision reflect the county's needs and recognise the impact on the future viability of smaller institutions of new provision by another provider 					Elected Members	<p>LCC is working with Economic Development and Human Resources to increase employment opportunities for young people within the Council.</p> <p>The Council has a well-publicised and assessed apprenticeship and graduate programme. The council currently employs 39 apprentices and 5 graduates.</p> <p>Members of the Committee were asked to consider at the meeting on 19 October 2012 how they wish to complement this at a ward level to take this recommendation forward so best practice can be shared. The Committee discussed this issue and highlighted the difficulties of doing this in practical terms. It was agreed that members should concentrate on what is available in their wards and pass on this knowledge to the wider community.</p>