

TO : EXECUTIVE
DATE : 14 JUNE 2016

**UPDATE ON PROVISION FOR YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT
OR TRAINING (NEET)**

Director, Children, Young People & Learning

1 PURPOSE OF DECISION

- 1.1 The purpose of the report is to update the Executive on the current position regarding young people Not in Education, Employment or Training (NEET) and the work done to reduce the size of this cohort.

2 EXECUTIVE SUMMARY

- 2.1 This report outlines the range of interventions that have either been introduced or further developed to support young people that are not in a form of education, employment or training. This remains a key area of focus for the Council and a number of positive outcomes have been noted as a result. If young people are NEET at the age of 18, they are more likely to be unemployed throughout adulthood or find themselves in low paid employment. They are also more likely to suffer frequent periods of unemployment.

3 RECOMMENDATION

- 3.1 **To endorse the current strategies in place to support vulnerable young people into a sustainable form of education, employment or training.**

4 REASONS FOR RECOMMENDATION

- 4.1 To ensure that the Bracknell Forest NEET Strategy continues to focus on the ongoing reduction in the number of young people who are not in education, employment or training, which is a priority action for the Council.

5 ALTERNATIVE OPTIONS CONSIDERED

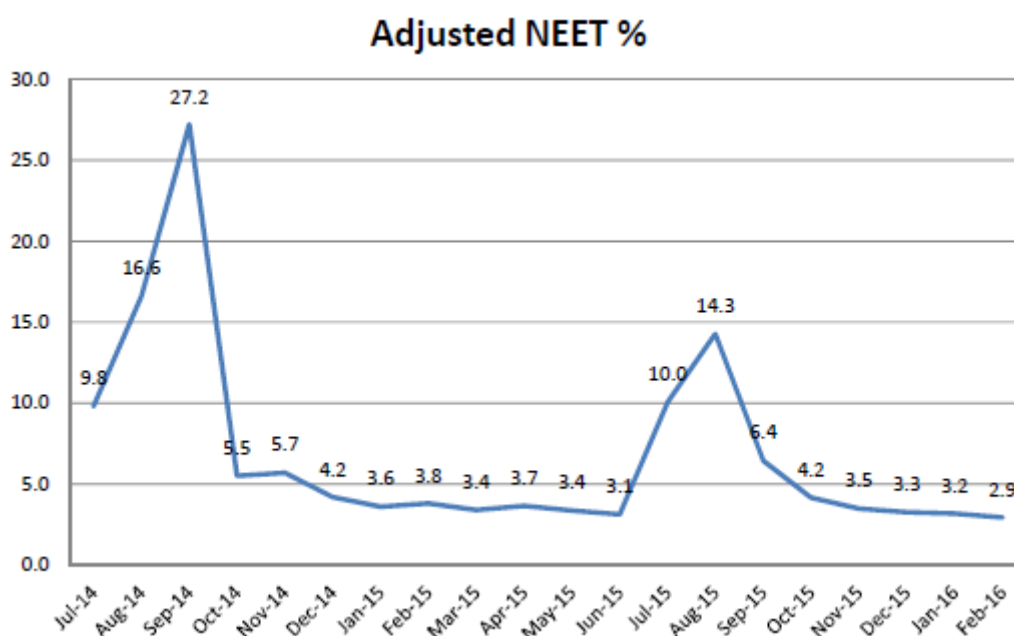
- 5.1 None.

6 SUPPORTING INFORMATION

- 6.1 Bracknell Forest Council continues to support young people who are not in education, employment or training (NEET). The focus of the work is based around two strands of activity; prevention and targeted support. The effectiveness of this work can be seen through the continued reduction in NEET levels, the range of options that are continuously evolved and are available to young people to meet their different levels of need as well as the take up of these services.
- 6.2 The prevention work uses the risk of NEET indicators (RONI) which are based on quantitative data held on the ONE database. This is used in conjunction with the local qualitative information held by schools and working together can be used to identify

those young people who potentially could become NEET. The second element of work is to support young people into appropriate education and training. Much of this work is focused on individual young people through the work of the multi-agency participation group.

- 6.3 Not all unemployed 16-24 year olds are NEET and not all people who are NEET are unemployed. Some young people are identified as unemployed because they are not in education or training. Others are identified as economically inactive because they are not looking for work and/or are unavailable to start work.
- 6.4 In England, the regions with the highest proportion of 16-24 year olds who are NEET were the North East (16.1%), the North West (14.1%), and Yorkshire & Humber (13.1%). The National figure for the same group is 13.8% and the South East is 13.9%.
- 6.5 The proportion of 16 to 18 year olds not in education, employment or training (NEET) in Bracknell Forest has fallen compared to the same period last year and is 2.9%.



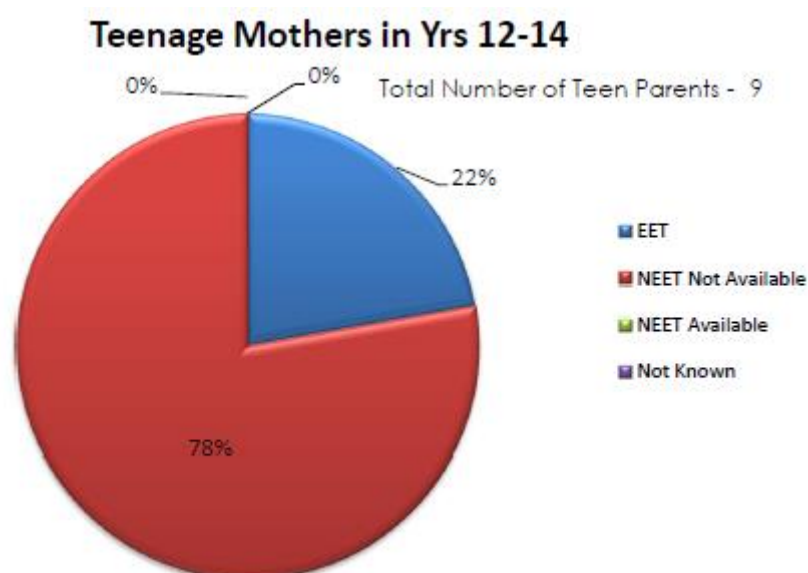
Note: Adjusted NEET is a DfE calculated value based on the total number of NEET young people combined with 8% of the unknown cohort – this is a standard measure that is reported on.

- 6.6 The Council aims to ensure that young people's education and training is relevant and high-quality; for those with low prior attainment to be able to progress to more substantial qualifications; and for vocational qualifications to be a respected alternative to academic learning.
- 6.7 Engagement in learning and educational attainment is critical if young people are to make a success of their lives. Evidence shows that being not in education, employment or training (NEET) between the ages of 16 and 18 is a major predictor of later unemployment. Young people who are NEET are at risk of not achieving their potential, economically or socially.
- 6.8 National research by York University suggests that there is a reasonable expectation that one in six young people who are NEET will never secure long- term employment,

with the average individual lifetime public finance cost of a young person who is NEET at £56,300 equating to £12 billion across all young people who are NEET. The total associated loss to the economy, individuals and their families is just over £22 billion.

Local and national data highlights a number of groups who are more likely to be at risk or in the NEET group. These include:

- young people with behavioural issues at school (school action plus)
- young people have needs that are such that they have been supported by targeted services, e.g. Multi-Agency Teams, Teenage pregnancy/parents
- young people supported by the Youth Offending Service
- children in care
- young people whose parents have elected for home education
- young people with mental illness
- pre -16 education disaffection (poor attendance/truancy/school exclusion)



6.9 Young people become NEET for different reasons. They need different solutions to get them into work or learning. The situation in Bracknell Forest is similar to the national one where there are three predominant sub groups in the NEET cohort:

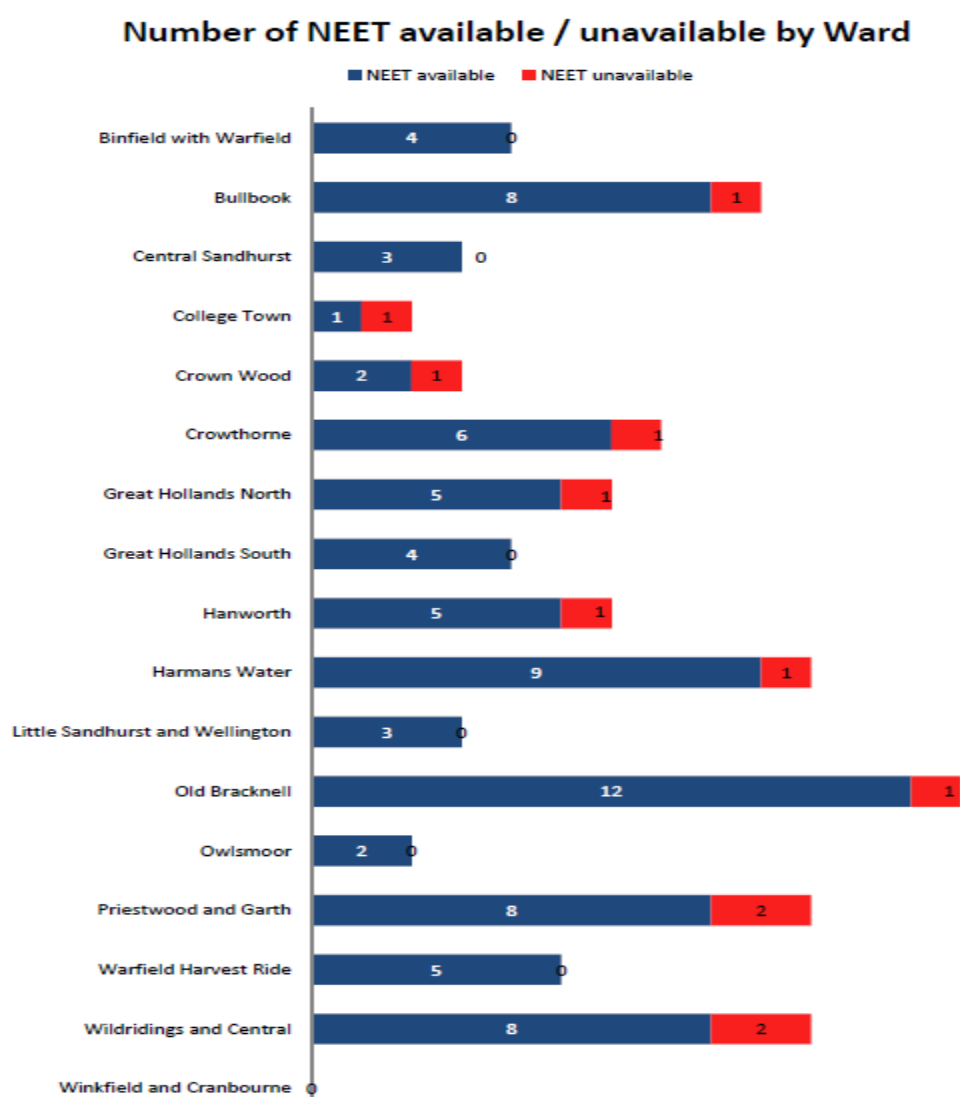
- **Open to learning (40%)** – Made the wrong choice, awaiting start date for a more suitable option. Likely to re-engage in the short-medium, term. Generally no, or low level support needed.
- **Undecided (22%)** – Unsure what to do, or dissatisfied with available options. 75% are likely to participate in future education or training. 53% start courses but do not complete them.
- **Sustained NEET (38%)** – Unlikely to re-engage in short term without interventions. Often have negative school experience and low levels of qualifications. Face multiple barriers to progressing to EET.

The Longitudinal Study of Young People in England also gives information on characteristics by the length of time for which somebody is NEET. 14% of 19 year olds in 2010 had been NEET for over a year at some stage. 65% had never been NEET. Over half of people age 19 in 2013 with their own child had been NEET at

some point. This also applied to those who had been excluded or suspended from school at some point and those eligible for free school meals. It was also the case that over half of those who have not achieved five or more A*-C GCSEs had been NEET at some point. In all of these groups at least a quarter experienced a period of over a year NEET.

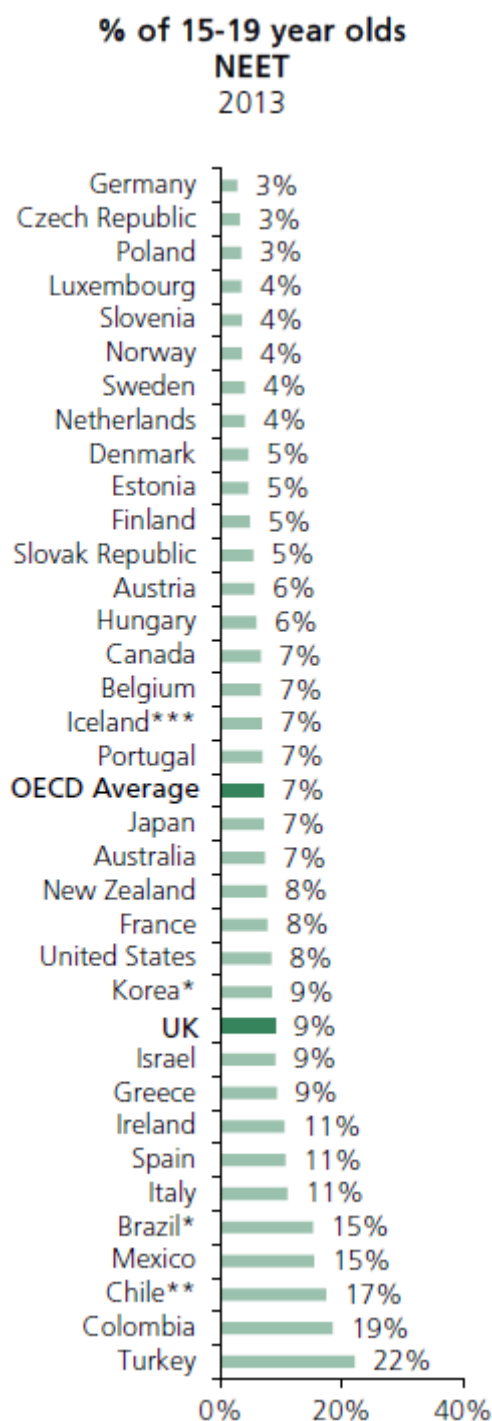
48% of 19 year olds with a disability have been NEET at one point in their lives with 24% having been NEET for over a year at some stage.

- 6.10 The numbers of NEET young people in Bracknell Forest are spread across the borough. There are however certain wards where the numbers are marginally higher than others. This reflects the wards identified in the Joint Strategic Needs Assessment as having the highest levels of need, as identified through the Income Deprivation Affecting Children Index (IDACI) scores.



- 6.11 The OECD publishes NEET data for 15-19 year olds. These are not directly comparable with UK national estimates. There was an increase in the NEET rate for the majority of OECD countries immediately after 2007. Two notable exceptions were Turkey and Israel, where the NEET rates have dropped dramatically from the mid-2000s. Of the OECD countries where data is provided, despite large falls Turkey still

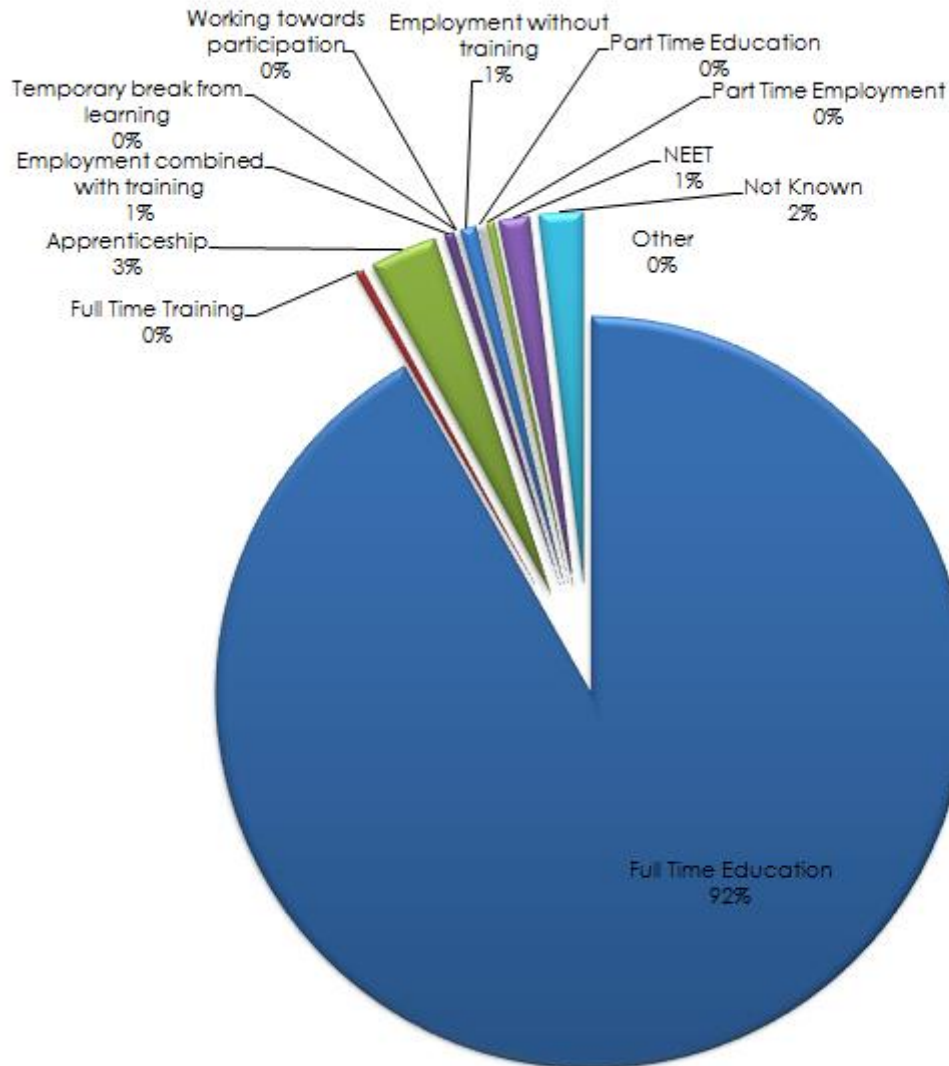
had the highest NEET rate for 15-19 year olds and 20-24 year olds at 2013. The NEET rate in the UK is above the OECD average.



- 6.12 A number of different destinations are taken up by those in Year 11. This forms part of the September guarantee which is a statutory obligation on all Local Authorities to provide education and training to all 16- and 17-year-olds and to support young people to find a suitable place. The September Guarantee helps local authorities to fulfill these duties, working with their partners - particularly schools and colleges - to agree how the process will work in their local area. A crucial part of this offer is that it should be appropriate to the young person's needs and may be in a school, college or in work-based learning. This could also be for part-time education where the young person is combining education with full-time employment or voluntary work.

96.83% of 16 – 17 year olds in Bracknell Forest had a guaranteed place of education, employment or training for September 2015 which was an increase of 2% on the September 2014 figure. Data from approximately 2% 16 – 17 year olds is yet to be verified. This graph provides a summary of this activity:

Progression Routes by Percentage - Bracknell Forest



6.13 Effective tracking is critical to fulfilling the council's statutory duties for the participation of young people. These duties include current duties for the participation of young people to:

- secure sufficient suitable education and training provision for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their local area
- encourage, enable and assist young people to participate in education or training; tracking young people's participation successfully is a key element of this duty.

6.14 Reducing the number of young people who are not known to the local authority continues to remain a priority. There is an annual target for this, measured as the percentage of those Not Known. The target for 2015/16 was **3.0%** - actual performance was **2.56%**.

	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16
Not Knowns	44.4%	9.8%	2.6%	2.5%	2.6%
Total YP	1648	361	97	93	96

The higher percentages in September and October reflect the number of young people with a destination 'in transition' until destination has been confirmed as part of the Annual Activity Survey (i.e. destination as at 31st October 2015).

- 6.15 Every local authority has a target set for the reduction of the % of their young people who are NEET. This is for the Years 12 to 14 cohort (aged 16 to 19 yrs) and is judged on the average of November, December and January's return.

The target for 2015/16 in Bracknell was 5%.

NEET for Years 12-14 (age 16-19) – Performance:

	Oct-15	Nov-15	Dec-15	Jan - 16	Feb-16
NEET %	4.2%	3.5%	3.3%	3.2%	2.9%
Actual NEET number	139	125	117	114	106

The November to January average is 3.1%.

The higher percentage in September is because many young people who are in transition from school and are temporarily classified as NEET.

- 6.16 The need in Bracknell Forest, as in all the authorities across England, is to engage young people who are 17 and 18 years old:

%	Oct-15
Total NEET	4.2%
Year 12	2.5%
Year 13	4.4%
Year 14	5.8%

- 6.16.1 The NEET Y12-14 cohort has seen a marked reduction since the previous year – most notably for the Year 13 cohort. Long term NEET (longer than 6 months) typically accounts for 15-17% of the total Year 12-14 cohort. The highest proportion of NEET is from the Year 14 cohort, which has typically been at least double the number of young people from the Year 12 cohort who are NEET.
- 6.16.2 The longer a young person is NEET, the harder it is to engage them. The number of these 'red' NEET, including those with multiple barriers, increases over the course of the academic year. Typical barriers include mental health and poor motivation.
- 6.17 Tracking plays a significant role in maintaining an updated view of the activities of our young people. This is done in a number of different ways which include phone calls, emails, letters, social media contacts, home visits and discussions with partner agencies. The higher proportion of 'other contacts' in October reflects the work we do

to fulfil the Annual Activity Survey, which local authorities have to undertake and report on at the end of October to confirm destinations of all young people.

6.17.1 Number of contacts made (with outcomes):

Yrs 12-14	1:1 interviews for IAG*	Other contacts	Leaving NEET group
September	55	736	55
October	55	1288	27
November	32	747	36
December	23	150	14
January	30	207	19
Total	195	3128	151

*IAG = information, advice and guidance

6.17.2 The following case study illustrates how regular intervention and partnership working has a positive outcome with some of the more 'hard to reach' and disengaged NEET young people in Bracknell Forest:

Case Study 1:

- X was NEET and did not feel ready to engage in full time education, but wanted to find an EET activity to help with his recovery from treatment for Obsessive Compulsive Disorder. X was keen to progress in a career in IT and technology.
- X did not sit his GCSEs as he had missed a lot of education due to hospitalisation during 2014. X did not mix socially and his OCD affects his morning routine, which impacted on his confidence and he was anxious about committing to a lengthy course.

Work undertaken by adviser:

- X met weekly with his adviser. Initially visited at home and then in the community to work on his confidence and independence. Eventually X felt confident enough to travel on the bus on his own and attended appointments with Adviza at the centre.
- Produced step by step action plan in IT and technology, which helped X to see what he needed to achieve and made his dream feel more achievable.
- Referred to short course with Nacro starting in January 2015 to help identify his strengths and interests and would give him the opportunity to socialise with a small group of his peers.
- On completion of Nacro course, referred X to Catch 22 who developed a bespoke timetable for him.

Outcomes:

- X is now attending Catch 22 where he is working towards qualifications in maths and English and is hoping to progress on to an IT course at college after this. X is still struggling with his OCD and is on a waiting list for treatment however despite this he continues to make progress and has successfully remained at home since his discharge from hospital in 2014.
- X's confidence has increased to a point where he is able to travel independently and has an excellent attendance record at Catch 22. X stays in contact and lets me know if he is

having any problems so that I can offer support and advocate for him where necessary.

6.18 Support for vulnerable groups – Looked After Children and those with Special Educational Needs

6.18.1 What is the statutory duty for the LA when supporting young people with special educational needs?

Local Authorities are required to ‘secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (ECH) plan in their area.’ The Local Authority should ‘make available to all young people aged 13-19 and to those up to age 25 with a learning difficulty assessment or Education Health Care plan, support that will encourage, enable or assist them to participate in education or training.’

See Appendix B for further information on the Code of Practice and Statutory Duty.

6.18.2 What support is provided in Bracknell Forest?

Bracknell Council currently commissions Adviza’s Personal Advisers to provide the following support for those young people with a Statement of Special Educational Need in Bracknell Forest:

- Attendance at Year 9 and Year 11 reviews
- 1-1 guidance and completion of Preparing for Adulthood template for each young person in advance of their Year 9 and Year 11 reviews
- Attendance at final year Post-16 reviews, with 1-1 guidance and completion of Preparing for Adulthood template for each Post-16 ‘leaver’
- Work with young people educated in ‘Out of County’ school provision

6.18.3 Number of SEND/Learning Difficulty or Disability young people with Statements in Bracknell Forest for academic year 2015/16:

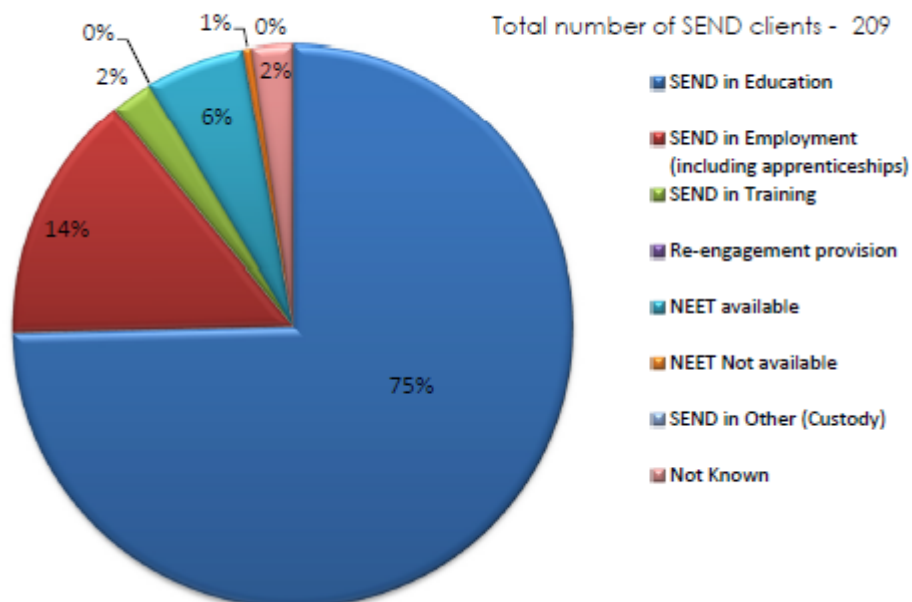
Grand Total	Year 9	Year 11	Total Y9 + Y11	Year 12	Year 13	Year 14	Total Y12-Y14
208	52	47	99	50	38	21	109

6.18.4 Support delivered by Adviza for young people with SEND/LDD in Bracknell Forest:

Number of young people supported with statements:	
Yr9 and Transition reviews attended (April 2015 to end January 2016)	115
Number of PfA forms written (April 2015 to end January 2016)	152

6.18.5 The percentages of young people with SEND/LDD in Years 12-14 who are in learning (including in education, an apprenticeship or employment with training), NEET and Not Known:

Number of Yr12-14s with SEND by destination



6.18.6 Nationally, there were 26,300 Care Leavers as of March 2015. 39% of this cohort were Not in Education, Employment or Training - this shows a 1% increase from 2014 and can be seen in those who were NEET owing to illness/disability and those who were NEET due to pregnancy or parenting. A slightly higher proportion of 20 and 21 year olds were NEET (40%) than 19 year olds (38%). 1 in 5 are in education other than higher education.

6.18.7 The number of NEET care leavers is reviewed monthly; some are unable to work or train because they are parents or have health issues (progress is being made in supporting those with child care responsibilities to attend college). Work continues to support young people who are NEET to secure sustainable education, employment and training. Data for 14/15 shows that 14 care leavers (**cohort relates only to those who had their 19, 20 or 21 birthday in the year**) were NEET - four were 'not in touch' with the local authority and are therefore automatically deemed to be NEET (DfE guidance rules). There are various reasons for NEET status which can include (i) no leave to remain and therefore prohibited from working; (ii) Learning Disabilities and Difficulties (LDD). Our support for looked after children and care leavers in Bracknell Forest includes IAG and Intensive support - working predominantly with years 7 through to 10 with resource also allocated for those who have left care up to the age of 21.

6.18.8 **Inputs and Outcomes for young people who are or have been in care:**

LAC / Care Leavers	IAG 1:1	Other contacts
September	7	22
October	7	26

Destinations of Yrs 12-14	
Education	18
Training	3

November	11	11
December	14	12
January	12	8
Total	51	79

Employment	7
NEET	2
Other	3
Total	33

6.19 Range of support for Bracknell Forest schools to prevent young people from NEET:

Pupils who are significant risk of becoming NEET across Bracknell Forest schools are provided with Independent Advice and Guidance through Adviza. This work is bought in by the schools, who purchased over 200 days work in 2015.

6.19.1 Outcome of support for NEET prevention work in schools

Early intervention and the opportunity to meet with students on several occasions helps to build up relationships and address their barriers to positive outcomes.

Case Study 2:

- Year 11 student, with poor engagement, argumentative and disruptive behaviour.
- No post 16 choices made and low GCSE predicted grades

Work undertaken by the adviser: (over a 10 month period)

- Weekly meetings in school ranging from half an hour to over an hour depending on the pupils needs that week, including:
- Rickter Assessment completed – this enabled us to then assess where the pupils own concerns were and how he felt about himself – it was his opportunity to say what he felt he would like us to look at and work on together.
- Throughout these discussions it became very apparent that there was something underlying to the pupils behaviour and concerns that was the cause of most of it. After a few weeks of talking and building a relationship of honesty and trust the pupil finally revealed why he had refused the other projects and why he is often negative and argumentative in school. He revealed that he felt he suffered major anxiety and was hiding it from everyone – this anxiety manifested in him not being able to eat in public places and so he was only eating when he got home after school. He could not eat breakfast as the feeling of it in his stomach made him believe he would be sick and this fear of being sick had now become a very huge issue to him.
- He was encouraged to talk to his head of year about what has been happening to him so that school could make arrangements for him and would be more understanding of his issues. He agreed to have a meeting and asked for his adviser to be present. He also agreed to go to the doctor with his mum
- With support and input, school then put in a referral to CAMHS and put a plan in place for his time in school
- His time with the careers adviser was used to research career options, what he would like to do, where he might like to go and what the entry requirements were. He completed college and 6th form applications together, was given interview practice and discussions about college life to prepare him for the open days and the interviews which he was very fearful about.

Outcomes:

- School / CAMHS and Doctor became aware of his underlying issues.
- Procedures were put in place so he was able to sit exams in a separate room.
- Post 16 options made, applications were completed and a college place was attained
- The pupil was able to confidently sit exams.
- He slowly started to eat and drink small amounts during the day to maintain energy levels.
- He was able to go out more socially with friends and eat in a restaurant

6.19.2 **Transition Support.** The Transition coordinator works with a number of young people who are at risk of disengaging as they transition between Year 11 and post-16 education and training. A key part of the role is to enable the young person to be more proactive in wanting to change current life patterns rather than do it for them. The Transition Coordinator focuses on a young person's strengths and aspirations and uses this as leverage to allow them to see their potential and success. As well as supporting the transition of the most vulnerable Year 11's, he also runs the Work Pairing. The Transition Coordinator also ensures that all Post-16 providers within the borough are working together to achieve the best possible results for those young people at risk of disengagement. There were a total of eighty school visits by the Transition Coordinator between September 2015 and February 2016 which led to a total of 215 individual careers information, advice and guidance appointments these accounted for 120 different pupils who were at significant risk of becoming NEET. Additionally, weekly appointments are scheduled with pupils at Catch-22 Include.

6.19.3 Appointments have two areas of focus:

- a) What is happening for the pupil now?
- b) Where would the pupil like to be in the future?

This can be seen in terms of:

- a) Supporting a pupil to overcome barriers to engagement in learning and progression.
- b) Careers information, advice and guidance (CIAG).

6.19.4 Appointments are person-centred and the main theory underpinning CIAG delivery - "Where would the pupil like to be in the future?" - is Egan's Skilled Helper Model. Additionally, Krumboltz's Happenstance and Roberts' Opportunity Structure also inform practice. Other theories or models underpinning practice, most often used in "What is happening for the pupil now?" are: Advantaged Thinking, Comfort Zone Model, Karpman's Drama Triangle, Kolb's Experiential Learning Cycle, Myers-Briggs Personality Type Indicators and Restorative Practice. Additionally, Maslow's Hierarchy of Basic Needs and Honey and Mumford's Learning Styles also inform practice.

6.19.5 Appointments are typically thirty to forty-five minutes duration. However, there is some flexibility within this. Some appointments are up to an hour. Appointments focus on exploring post-16 options of sixth form, FE College, apprenticeships and other pathways. School progress reports are reviewed with the pupil. Information is provided about academic and vocational qualifications, i.e. A-Levels and the

Diploma, apprenticeships and course entry requirements are looked at. Details about the qualifications framework and pathways into FE and HE is provided including qualifications levels and earning potential. Strategies on supporting positive thinking, resilience and well-being are provided:

6.19.6 Examples of Careers Appointments with the Transition Coordinator

- 1) J was met in school as part of his careers guidance appointment. J shared his anxieties about not having a plan for September 2016 whilst his friends had all made applications. He was supported on looking into an application to study Level 1 Multi-Skills Construction at Bracknell & Wokingham College. Labour Market Information suggests that construction is going to be a strong area of employment for the foreseeable future.

<http://icould.com/videos/balfourbeatty-o/>

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/bricklayer.aspx>

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/carpenterorjoiner.aspx>

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/plumber.aspx>

Other FE sports courses at Bracknell & Wokingham College and at BCA were also explored which could lead onto employment in sports, fitness and leisure.

<http://icould.com/article/working-in-sport/>

https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/sportleisureandtourism_old.aspx

Lastly, the apprenticeships website was looked at with examples of current vacancies and how to apply:

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

J has now made an application to Bracknell and Wokingham College and will be supported to prepare for his interview with them in May 2016.

- 2) T met with the Transition Coordinator for her first careers guidance meeting. Her grades were reviewed together with attitudes to learning. T used activities on positive and negative outlooks to identify both her strengths and areas for improvement. We discussed positive thinking and reframing negative thoughts. T's view of what success meant to her and also self-sabotaging success through fear of failure, or fear of pressure to maintain increased expectations were discussed. T identified that in her core, she does want to achieve and do her best, however, she didn't believe she was able to achieve her best. On a practical level T said she would like support with her English, which underpins her progress in most subject areas. She also said that she would like to improve her ability to structure her answers; to be able to transfer her thoughts into writing. We looked at Flow Theory by Mihaly Csikszentmihalyi in relation to engagement and focus on an activity or task. T also completed the iCould buzz quiz (<http://icould.com/buzz/>) which is a basic personality-type indicator that matches personality profiles to job roles.

T is now experiencing an improvement in her attendance, has not had a fixed term exclusion this term for the first time in her 3 years at secondary school and has selected her Key Stage 4 options.

6.19.7 In addition to the delivery of Careers, Independence, Advice and Guidance (CIAG) in schools, we work closely with other service areas. These include:

- Arranging alternative education provision for pupils at risk of exclusion
- Member of the Adolescents at Risk Panel
- Elevate Steering Group
- Economic and Social Development Partnership and Skills subgroup
- Contributing to EHC Plans
- Helping to develop a new post within the Virtual School for Vulnerable Children, of Business Support Administrator, which begins as a traineeship and leads on to an apprenticeship.
- Member of the Elevate Bracknell Forest partnership and based at the Breakthrough office on Wednesdays
- Producing RONI reports each half-term and coordinating with secondary schools
- Contributing to the planning of the Councils Careers Event
- Working with Kennel Lane to help develop their CIAG delivery, particularly with regards to establishing local business links and opportunities

6.19.8 Learning to Work, formerly the Education Business Partnership, have been commissioned to support young people through a package of **extended work placements**. Some of these placements are funded through a commissioned service and others through the European Social Fund (ESF) where a young person meets the eligibility criteria. Students are matched to suitable employers and supported throughout the placement and into an appropriate progression route, usually further training or employment. Learning to work brings business to education and have established strong links with the local community as well as with schools, businesses and organisations. One of their successful preventative projects is run in schools to help students at risk to re-engage with education and decide about options for the future. This usually includes an extended work experience placement which is monitored by staff from Learning to Work throughout for around 12 weeks. We work closely with Learning to Work to signpost them to those young people who are significant risk of becoming NEET.

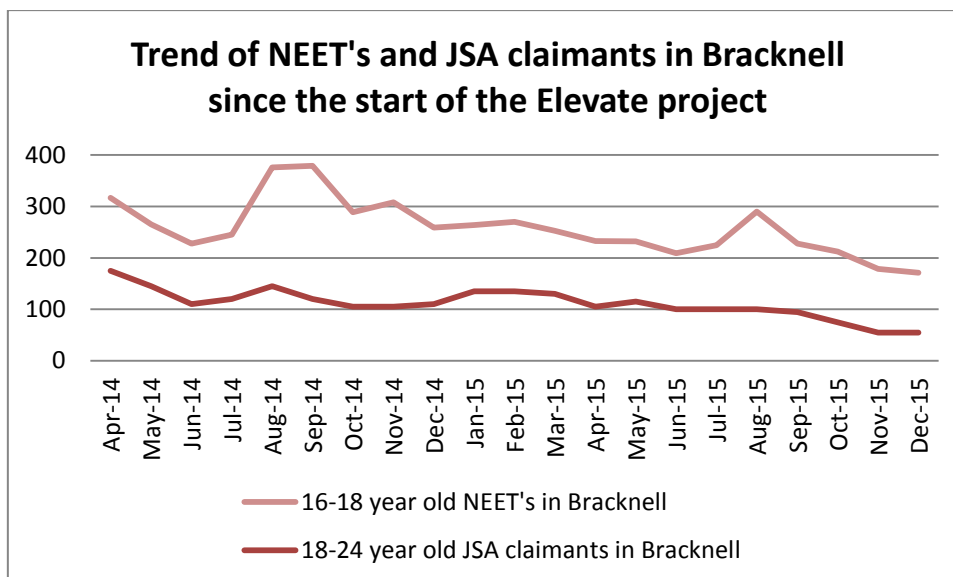
6.20.1 **Elevate** - The Council-led project, **Elevate Bracknell Forest** (part of the Thames Valley Berkshire City Deal) is now at the end of its second year going into its third and last year. The main aim of this project is to address the skills gaps, unemployment and underemployment of the borough's 16-24 year old population in order to maximise the impact of the council's collective investment as well as stimulate growth in this important economic area.

6.20.2 Whilst the City Deal funded part of the programme is ending in 2016/2017, the six Unitary Authorities taking part in the programme have applied for additional funding from the European Social Investment Fund, currently pending a decision from the managing authority DWP. If successful, this funding, matched by Cabinet Office funding underspend and the funding for NEET work conducted by CYPL, would extend the programme for another two and a half years starting from 2016/2017.

Elevate Bracknell Forest is working towards an overall reduction of the number of NEET's and unemployed young people in Bracknell Forest with a focus on those most at risk and furthest away from the labour market. To give all young people in Bracknell Forest the best possible start in life of meaningful employment Elevate Bracknell Forest intends to address the issues and barriers faced by young people by

working collaboratively with agencies and organisations as well as employers locally and in the wider context of Thames Valley Berkshire.

6.20.3 The trend in NEET figures and JSA claimant numbers since the project started can be seen here:

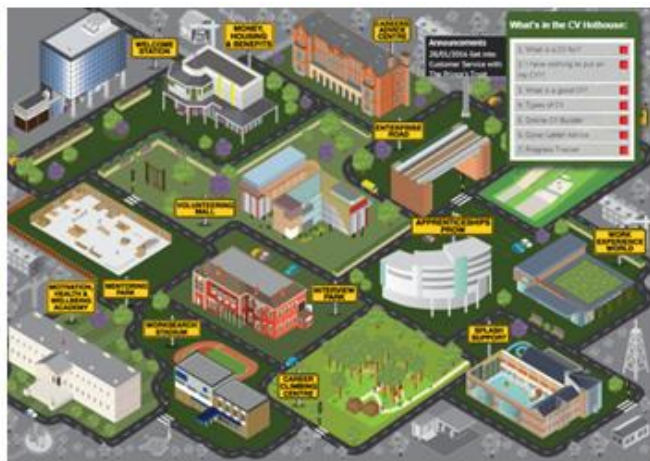


6.20.4 Elevate Bracknell Forest is also a good example of collaborative work focused on supporting NEET young people. As part of the project a co-located multi-agency Hub has been established which is currently located in the Breakthrough premises in Rectory Lane, Bracknell. By working together in a physical space and offering employment support to people of all ages five days a week, Elevate and its partners are attempting to streamline employment support in the borough and simplify the landscape of available information, advice and guidance regarding employment, education or training.

6.20.5 The Hub is currently co-locating staff from Breakthrough, Adviza, NCS, JCP, Bracknell & Wokingham College as well as the Council's Transition Coordinator and the Elevate Hub Coordinator. Co-location arrangements are currently being discussed with Involve and close partnerships are also in place with Learning to Work, Bracknell Forest Homes, Nacro and Catch 22, who occasionally use the Hub to see clients.

Additionally the Elevate Me website was launched in December 2014:

<http://bracknellforest.elevateme.org.uk/>



6.20.6 The website aims to provide an IT platform for young people to access information and signposting in accordance with the overarching Elevate aims and objectives. Accessible by phone, tablet and PC the website is an integrated part of Elevate Bracknell Forest and a tool for advisers to use with their clients.

In November 2015 two additional features were added to the website; a vacancy search tool listing local apprenticeship, volunteering and entry level job vacancies and an “opportunity of the week” feature promoting a specific local opportunity each day on the home page. Social media (Facebook, Twitter and Google+) were also launched in winter 2015 to promote the Elevate project further.

6.20.7 Additionally, Elevate is working with local developer Mace (developer for the town centre regeneration project) on an apprenticeship programme aiming to employ 10 construction apprentices over the course of the development. Two recruitment fairs for the town centre are planned as well, in collaboration with BRP and Learning to Work. The Bracknell Forest targets for the Elevate project include the number of IAG sessions delivered, the number of young people who moved into employment or an apprenticeship and sustained their employment for a minimum of 6 months as well as work experience placements NEET / unemployed young people participated in.

6.20.8 Elevate is currently achieving or overachieving on all targets to the point that targets for employment, employment sustained, apprenticeships and apprenticeships sustained have reached or exceeded 100% after two years. The only target currently not being achieved is work experience, which all six authorities are underperforming in, due to a target calculation error at the start of the programme. Additionally there is currently no organisation or service that offers work experience placements for

NEET's aside from Nacro, who offer placements to 15-30 young people a year and Job Centre plus who are not reporting their figures to Elevate currently.

Elevate Outputs	Total TVB targets over 3 years	BF three year target	Bracknell performance year 1 + year 2 ¹	Performance - as a %
IAG (Information, Advice and Guidance) Contacts	4,500	556	289	51.98%
Work Experience – 5 days with same employer	1,500	185	55	29.73%
Apprenticeship Start	300	37	40	108.11%
Apprenticeship sustained 6 months	185	19	20	105.26%
New employment Start	1,000	160	253	158.13%
New employment sustained 6 months	615	80	120	150.00%

6.20.9 The project aims to have implemented a multi-organisational change by 2016/2017. To ensure this change is being developed further and adapted to the economy and labour market climate in the years to come, continued progression and multi-agency collaborative work as well as the upkeep of the IAG hub and the website are key objectives for Elevate.

6.21 The Bigger Picture – Moving Forward

The good news in terms of youth unemployment continues. The national unemployment rate for 16-24 year olds fell for the fifth successive quarter, from nearly 16% in June 2014 to 11.6% in September 2015.

Bracknell Forest

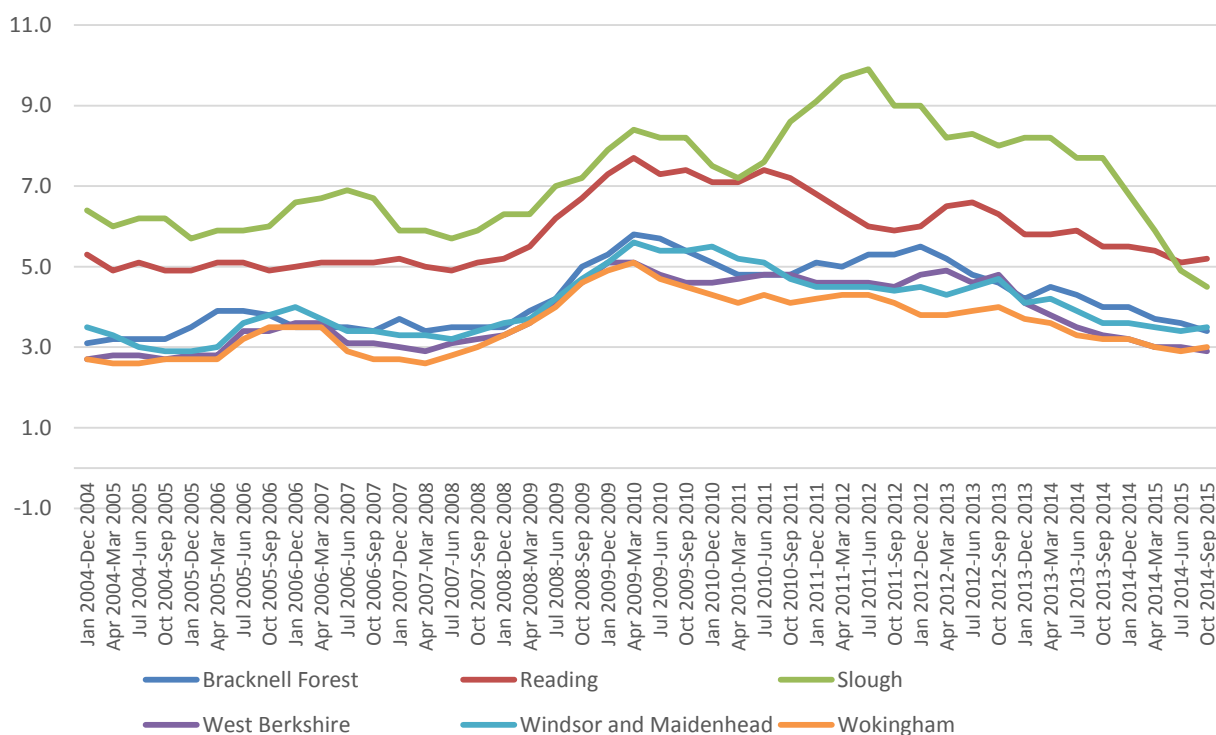
Indicator	Oct 2013 – Sept 2014	Oct 2014 – Sept 2015
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¹ Excluding February and March of Q4; reports not received yet

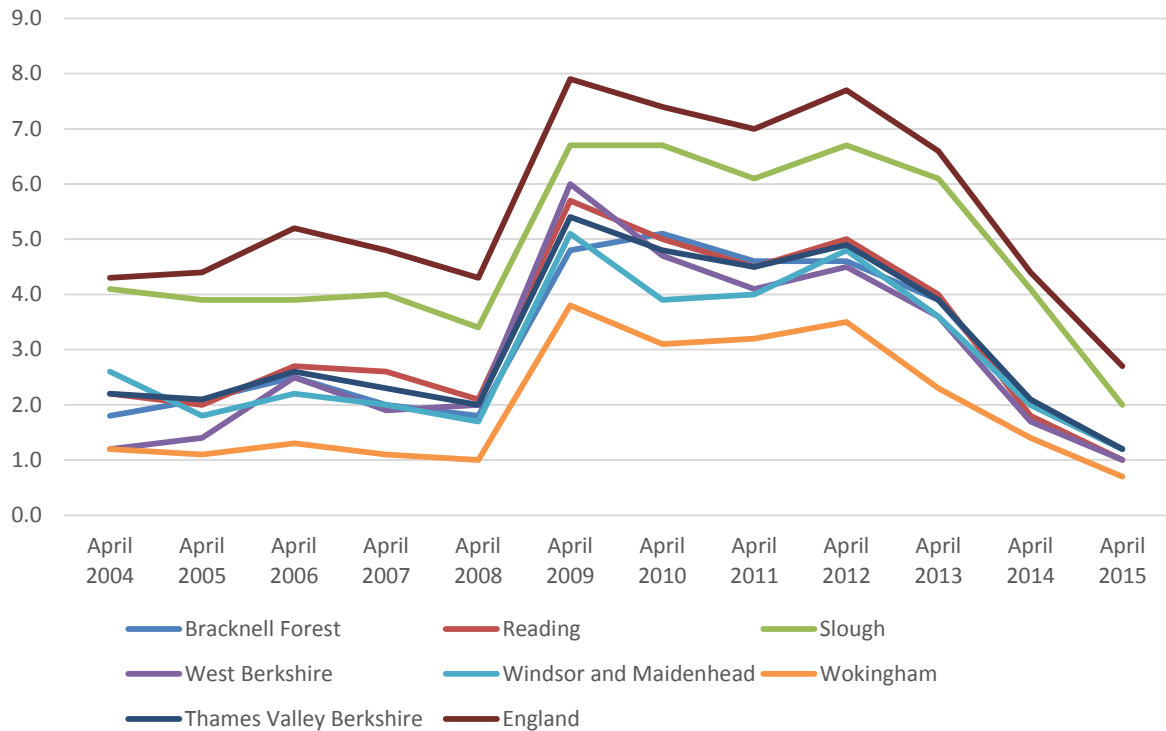
	Bracknell Forest	Bracknell Forest	Thames Valley Berkshire
Employment rate	80.9%	82.5%	78.2%
Economic inactivity rate	15.7%	15.1%	18.7%
Unemployment rate	4.0%	3.4%	3.7%
Jobseekers Allowance claimant rate	1.3%	0.8%	1.0%

6.22 The number of young people claiming Job Seekers Allowance in Berkshire (approximately a quarter of all those who are unemployed and not studying) fell from 920 to 485 between December 2014 and December 2015; a drop of nearly 50%.

Unemployment rates by local authority



18-24 year olds claiming unemployment benefit, 2004 – 2015



- 6.23 In terms of employer demand for skills, digital technology talent continues to be in greatest demand. Software developer roles remain the most frequently sought positions to fill, and demand for people to fill these roles has increased substantially over the last 12 months. In line with this, many of the skills in most (and in increasing) demand from local employers are IT-related (including SQL, JavaScript, LINUX, Microsoft C# and Oracle).
- 6.23.1 In addition to digital technology talent, demand for sales representatives and sales skills is high (and up slightly from 12 months ago) and demand for Registered General Nurses remains high.

Online job postings – Top specialist skills in demand 2014-2015 (Thames Valley Berkshire)

Specialist skills	% of all job postings		Changing demand
	Jan 2014 - Dec 2014	Jan 2015 - Dec 2015	
Sales	8.2	8.5	↑ 0.2
Business Management	8.2	7.4	↓ -0.8
SQL	6.2	6.8	↑ 0.7
JavaScript	4.1	6.1	↑ 2.0
Information Technology Industry Experience	4.2	5.5	↑ 1.4
Telecommunications	5.9	5.4	↓ -0.5
Business Development	5.6	5.4	↓ -0.2
LINUX	3.8	4.6	↑ 0.8
Microsoft C#	3.6	4.5	↑ 0.9
Oracle	3.8	4.3	↑ 0.5
Technical Support	4.6	4.2	↓ -0.4
Java	3.1	4.0	↑ 1.0
C++	3.2	3.9	↑ 0.6
Accountancy	4.8	3.8	↓ -1.0
.NET Programming	3.3	3.8	↑ 0.5
ITIL	3.3	3.7	↑ 0.4
SQL Server	3.0	3.3	↑ 0.3
Repair	2.7	3.1	↑ 0.5
Cisco	2.5	3.1	↑ 0.6
SAP	2.6	3.0	↑ 0.4
Mathematics	4.6	2.9	↓ -1.7
It Support	2.8	2.9	↑ 0.1
Sales Management	2.8	2.8	↑ 0.0
Account Management	3.1	2.8	↓ -0.3
Collaboration	2.9	2.7	↓ -0.2
Business Analysis	2.4	2.6	↑ 0.2
Firewalls	2.2	2.6	↑ 0.4
Mentoring	2.9	2.6	↓ -0.3
Administrative Support	2.5	2.5	↑ 0.0
Business Process	2.7	2.3	↓ -0.4

Source: Labour Insight, Burning Glass Technologies, January 2016

Note: Figures may not sum due to rounding

6.23.2 Online job postings (real-time data)

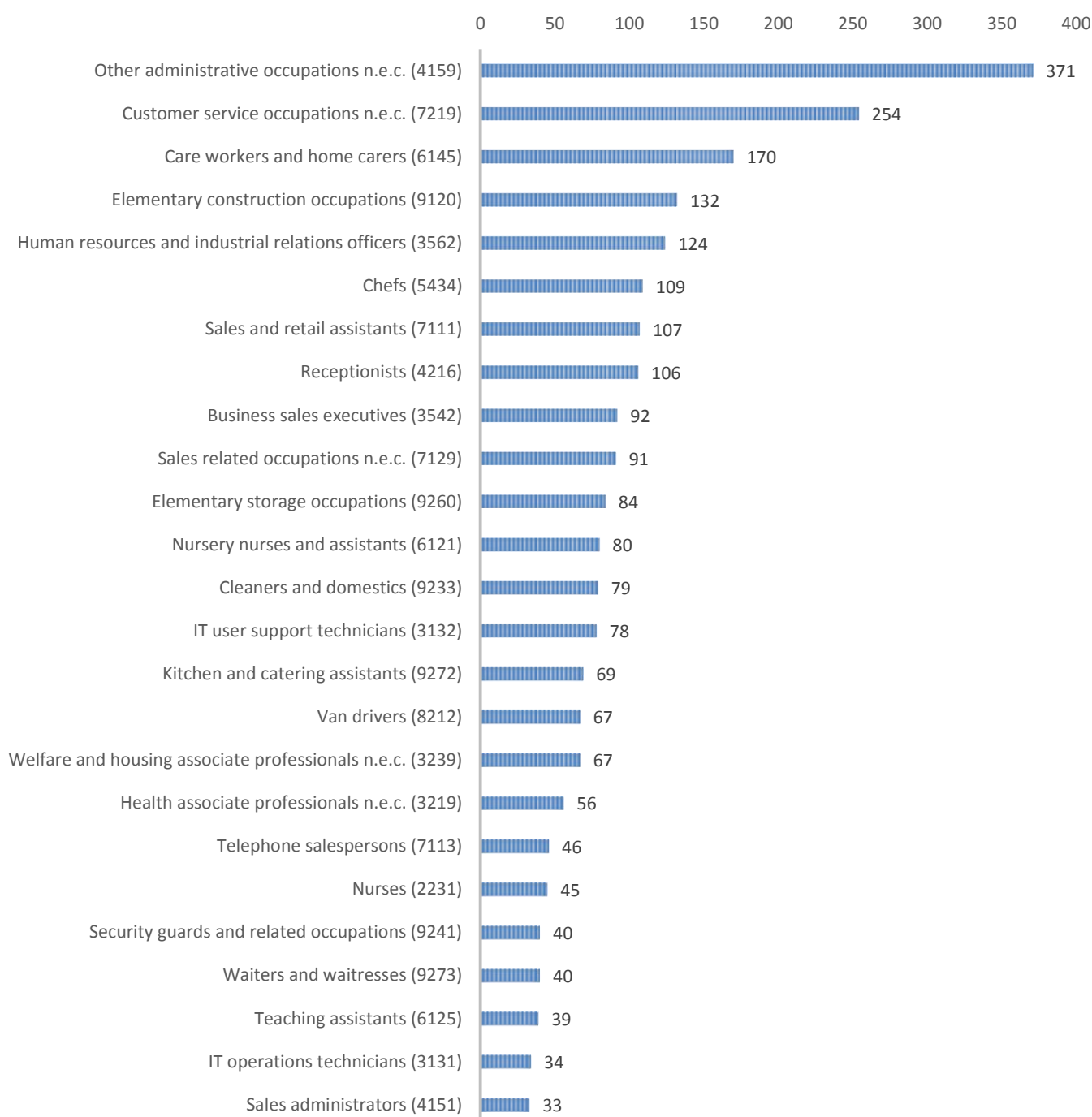
A tool called Labour Insight is used to analyse job vacancy trends with information collated from online job postings. This includes vacancies posted on job sites, recruitment agency websites and employer websites. It is important to note that vacancies in certain sectors (such as IT) are more likely to be advertised online than in others (such as Agriculture).

6.24 Entry level job opportunities and skills requirements

The majority of unemployed and underemployed young people will be seeking 'entry level' job opportunities. These tend not to require significant previous experience. As always, there are particular traits employers are looking for when it comes to entry level opportunities. The key findings are:

- The top occupations being advertised at a salary of less than £20,000 per annum (which are potentially more likely to be accessible to young people without prior experience or qualifications) are 'administrative occupations', 'customer service occupations', 'care workers and home carers', 'elementary construction occupations', and 'human resource officers'

Job postings with a salary of less than £20,000 per annum (full-time positions) (October – December 2015)



Source: Labour Insight, Burning Glass Technologies, January 2016

Note: Codes are Standard Occupational Classification codes developed by the Office for National Statistics

- The top generic skills required by employers in their job postings for Apprentices in 2014/15 were English and communication skills. These were followed by customer service skills and being "detailed-oriented". The top 'specialist' skill cited within job adverts for Apprentices was mathematics

Generic	Specialised
English (<i>skill in high demand</i>)	Mathematics (<i>by far the greatest skill in demand</i>)
Communication Skills (<i>skill in high demand</i>)	Business Administration
Detail-Orientated	Repair
Customer service	Cleaning
Computer Skills	First Aid
Team Work	Telecommunications
File Management	Administrative Support
Creativity	Sales
Microsoft Excel	Child Care
Teaching	Promotional Support
Writing	Cooking
Microsoft Office	Singing
Problem Solving	Therapy
Organisational Skills	Midwifery
Quality Assurance and Control	Workshops
Positive Disposition	Social Media
Staff Coordination	Spreadsheets
Planning	Tutoring
Telephone Skills	Scanners
Leadership	Mailing
Policy Implementation	Accountancy
Time Management	IT support
Typing	Administrative Functions

Source: Labour Insight, Burning Glass Technologies, January 2016

Key messages

- When considering the target group for interventions, it is important to consider that not all those classified as being NEET are unemployed and not all those who are unemployed are NEET. It is also important to understand that most women who are NEET are inactive whilst most men who are NEET are unemployed. The majority of women who are NEET and inactive are not looking for work because they are looking after family or home.
- Whilst the pool of young people claiming unemployment benefit (and therefore 'in the system') is falling considerably, this group only constitutes around 14% of all unemployed young people (21% when students are excluded). There is therefore a

pool of young people, who are not claiming unemployment benefit, who may not be receiving official support in their job search.

- There are likely to be some sizable job cuts made by large local employers over the next 12 months (e.g. AWE, BG Group, Centrica, Vodafone and Local Councils). This could lead to increased competition for jobs and young people could lose out to jobseekers with greater experience.
- Occupations that are in high and increasing demand from Berkshire employers are:

Occupation	% of all job postings		Changing demand
	Jan 2014 - Dec 2014	Jan 2015 - Dec 2015	
Software Developer / Engineer	6.3	7.3	↑ 1.0
Sales Representative	3.6	3.7	↑ 0.2
Computer Support Specialist	2.7	2.7	↑ 0.0
Network Engineer / Architect	2.5	2.5	↑ 0.0
Registered General Nurse (RGN)	1.8	2.0	↑ 0.2
Sales Manager	1.9	1.9	↓ 0.0
Account Manager / Representative	1.8	1.7	↓ -0.1
Project Manager	1.6	1.6	↑ 0.0
Customer Service Representative	1.6	1.6	↑ 0.1
Office / Administrative Assistant	1.7	1.6	↓ -0.2
Retail Supervisor	1.9	1.5	↓ -0.4
Delivery Driver	1.1	1.4	↑ 0.3
Secondary School Teacher (Middle School)	1.6	1.3	↓ -0.3
Chef	1.2	1.3	↑ 0.1
Systems Analyst	1.3	1.3	↑ 0.0
Network / Systems Administrator	1.1	1.3	↑ 0.2
Business / Management Analyst	1.1	1.3	↑ 0.2
Marketing Manager	1.5	1.2	↓ -0.3
Recruiter	1.1	1.2	↑ 0.1
Information Security Engineer / Analyst	1.1	1.2	↑ 0.1
Labourer / Material Handler	0.9	1.2	↑ 0.2
Web Developer	0.9	1.1	↑ 0.2
Family / School / General Social Worker	1.3	1.1	↓ -0.2
Database Administrator	0.8	1.1	↑ 0.3
Accountant	1.0	0.9	↓ -0.1
Restaurant / Food Service Supervisor	1.0	0.9	↓ -0.1
Civil Engineer	0.9	0.9	↓ 0.0
Healthcare Manager	1.0	0.8	↓ -0.2
Electrical Engineer	0.8	0.8	↑ 0.0
Mechanical Engineer	0.9	0.8	↓ 0.0

Source: Labour Insight, Burning Glass Technologies, January 2016

Note: Figures may not sum due to rounding

- Education providers (schools, colleges, LA's and other settings) should consider their provision in light of the skills that are in high and increasing demand from employers and adapt their offer proportionately.

7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

7.1 The relevant issues are addressed within the body of the report.

Borough Treasurer

7.2 The Borough Treasurer is satisfied that no significant financial implications arise from this update report.

Strategic Risk Management Issues

7.3 The local authority has a responsibility to ensure that suitable opportunities are available for young people.

Background Papers

Appendix A Strategy for reducing the number of young people not in education, employment or training (2015 – 18)

Appendix B The Statutory Duty for IAG with young people with SEND/LDD

Contact for further information

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Children, Young People and Learning



Strategy for reducing the number of young people not in education, employment or training (2015 – 2018)

Unrestricted

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1 PURPOSE AND SUMMARY OF THE STRATEGY

This strategy supports the participation of young people in Bracknell Forest who are not in education employment or training (NEET). This paper also highlights a range of strategies and actions to reduce the numbers of NEET young people in the Borough and further improve the outcomes. The Strategy is supported by an Action Plan.

The Bracknell Forest Secondary (11-19) Partnership has;

- i. noted and considered the issues relating to NEET in the Borough**
- ii. noted and considered the range and type of activities that could be employed to reduce the number of young people who become NEET**
- iii. endorsed a range of overarching actions for reducing NEET numbers within Bracknell Forest.**

2. BACKGROUND

The government has aspirations that all young people participate in education, employment or training as identified in its raising of the participation age (RPA) guidance. As a result of the Apprenticeship, Skills, Children and Learning Act (2009) from April 2010 accountability for 'securing sufficient education and training' post-16 passed to the local authority.

While there is no national target the Department for Education suggests that a NEET figure of less than 5.0% represents good local practice. Historically NEET figures were agreed within the NI 117 indicator but this is no longer in place. Current data shows that Bracknell Forest has a NEET level of 3.77% (Feb 2015) representing 132 young people aged 16-18, of which 118 are available to participate in education, employment or training.

NEET figures follow a cyclical trend, which links to the academic year and changes in the labour market, showing variation from month to month. Even when figures appear to be static over a period, membership of the NEET group does not remain fixed. In any given month, some young people will move into education, employment or training, whereas others will become NEET.

Evidence suggests that the characteristics associated with those who are NEET are as follows, with a higher proportion of young people having low attendance, exclusion and low academic achievement.

- Poor educational attainment
 - Persistent truancy
 - Teenage Pregnancy
 - Drugs and alcohol abuse
-

- Looked After Children
- Disability
- Mental health
- Crime and anti-social behaviour

As there are a range of organisations involved in reducing NEET, any planned actions are collaborative, coordinated, comprehensive and cost effective.

These actions will be overseen by Children, Young People & Learning Departmental Management Team and the 'Participation Group', reporting to the Secondary (11-19) Partnership and the Elevate Bracknell Forest Steering Group reporting to the Berkshire Elevate Steering Group and the Elevate Bracknell Forest Leadership Group. A representative from Elevate Bracknell Forest will also attend the Participation Group and the Secondary (11-19) Partnership.

3. PROPOSALS

Action is two pronged to move more young people who are currently NEET into EET and, critically, to prevent those of statutory school age from becoming NEET in the first place.

Meeting the challenge means actions in the following key areas:

- Client information management systems need to be maintained rigorously
- Young people at risk of disengaging should be identified early so that action can be taken to reengage them
- Information about young people needs to be shared between partners
- Information should be used to plan and commission services as well as to evaluate those services and drive up performance

3.1 Pre-16

It is possible to identify and target young people who are at risk of becoming NEET at an early stage in their school careers by looking at patterns of behaviour and attainment. This is increasingly being done during years 8 and 9 through specific intervention projects, such as Energize; as well as at the start of Year 11.

These students need:

- Access to learning opportunities which will motivate them, provide appropriate skills recognition of achievement and opportunities for progression e.g. vocational learning, work placements (both standard and extended)
 - A programme of core and life skills which challenge the culture of low aspirations
 - Literacy and numeracy support
 - An opportunity to gain qualifications in the above areas
 - Access to impartial information, advice, guidance and support to make appropriate choices
 - Access to work related learning to develop skills for employment
 - Support with managing personal and social issues
-

To support the above, schools need to:

- Take a lead in supporting pre-NEET activities and interventions in order to minimise the number of at risk young people becoming NEET.
- Take responsibility for young people who are at risk of becoming NEET and work with interested parties to ensure that opportunities are in place to ensure young people remain engaged in education and training.
- Use the Risk of NEET Indicators (RONI) for the early identification of young people at risk of becoming NEET and to work with relevant partners to ensure that the appropriate interventions are put in place and monitored.

3.2 The transition into further education, training and employment post-16

For many young people progression into further education and training at the end of year 11 is a realistic option, hindered only by the transition from a largely structured school environment to one which facilitates a greater level of independence. Our work in a DfE funded Raising Participation Age (RPA) project around supporting young people at-risk of disengagement through the transition process saw 89.1% of supported young people continue in education after two terms (2013). This work has emphasised the importance of the transition process and underpins the work of our transition worker.

Priorities for Action

- To gain continued commitment from all schools, Bracknell & Wokingham College and independent training providers to reducing the NEET figures
 - To continue to review and develop 14-19 curriculum provision with an emphasis on the breadth and volume of provision for young people who fail to reach level 2
 - To identify those young people in Year 11 who are most vulnerable and to provide the appropriate coordinated support and access to appropriate and timely interventions
 - To seek and act on the views of NEET and potentially at risk NEET young people
 - To challenge the culture of low aspirations and value placed on lifelong learning, education and training amongst certain groups of young people
 - To provide quality advice and guidance for young people
-

- To increase the range of appropriate training and employment opportunities available
- To provide quality support for transition at 16 for vulnerable young people.
- Ensure that appropriate learner information is shared between providers. Individual providers can agree the level of detail pertaining to learners using the Common Transfer File as a basis of these discussions.
- Use resources accompanying the City Deal initiative to increase the number of employers taking on young people into programmes leading to sustainable employment.

3.3 Enabling factors

Research has identified that a key barrier to moving young people from NEET to EET is the thinking and behaviour of young people. A common characteristic among the NEET group is their negative perception of school². Many believe that success is due to luck and not effort. As a result they tend to live in the present, unable to plan for the future. They may be unwilling to try new learning experiences and may not even see the connection between the need to gain qualifications and their aspirations for employment and their future.³

Research and experience suggests that support from a trusted adult is one of the key factors in reengaging children and young people. The following approaches are particularly successful:

- **Supporting clients through advocacy** - access to skilled Personal Advisers and key worker/mentoring services can help young people assess their needs, plan action and provide continuity through key transition points, and extra support during setbacks. This complements the guidance available from within schools and colleges. A range of specialist services provides support to particular groups of vulnerable young people such as young parents, those with mental health issues and young people in care.
- **Involvement of young people in service design** - many assumptions are made about what young people need; the most effective approaches are informed by client views. Work needs to be done to further engage the views of young people and Adviza in developing services for young people.
- **Focusing on transition** - young people should be supported to move to the next progression point as quickly as possible. We should ensure that the drop out from

² Provision for Young People not in Education, Training and Employment (NEET), Research Report, June 2005. Prof Paul Croll and Alun Davies

³ The Thinking and Behaviour of Young Adults (aged 16-15). Social Exclusion Unit 2005

both learning programmes and employment is minimised through appropriate support targeted at those most vulnerable. Considerable emphasis is placed on the transition from primary to secondary school but the same is not afforded from secondary to post sixteen education, employment or training⁴.

- **Offering an integrated menu of programmes with flexibility in programme length, duration and progression** – a clear range of programmes are needed to enable this diverse group to succeed. These need to take into account changing behaviour as well as skills development, with flexible entry requirements and clear outcomes linked to progression.
- **Engaging Employers** – employers need to be consulted on how best to support NEET young people and, in particular, what structures are needed to help employers recruit more young people.
- **Demonstrating clear evidence of impact** – together with the hard impact measures and targets relating to NEET, other measures should be developed to measure “distance travelled” by young people.
- **Increasing the number of young people with LDD into supported employment** – a review needs to be carried out of the post 16 transition process. Data collected should enable settings to make appropriate learning offers for young people who have a LDD to ensure that they are benefitting from the programme. In the event that they are not (or that a suitable course of study is not available) employer engagement should be brokered to enable such young people into supported employment.
- **Apprenticeships** - apprenticeships combine practical work with structured training, to give a nationally recognised qualification and the experience needed to get a job. The Council has developed an approach to Apprenticeships which is due for publication in July 2015, and as part of that work plans to ‘ring fence’ an apprenticeship offer to some of our Care Leavers.

3.4 Partnership Commitment and Action

The Secondary (11-19) Partnership is committed to working with all the agencies involved with NEET, particularly Adviza, Training Providers and the Youth Service. Collectively stakeholders will work to maximise the available funding to support Bracknell Forest young people in moving from NEET to EET. The Partnership must be aware of the cost of additional provision and support required. The Secondary (11-19) Partnership will drive forward collaborative action through its schools and the Participation Group, to develop joined up holistic services for these young people. The Partnership will identify an

⁴ Evangelous, M. Taggart, B. Sylva, K. Melhuish, E. Sammons, P. Siraj-Blatchford, I. 2008. What makes a successful transition from primary to secondary school. London: Institute for Education research report EPPSE3-14.

appropriate grouping of school/college leaders to manage the proposed actions at each institution level.

Elevate Bracknell Forest is committed to support for all young people post 16 into a meaningful destination. This is achieved by Elevate Bracknell Forest's four core aims:

1. Bringing together and co-ordinating relevant organisations and agencies to work collaboratively towards helping young people into a meaningful occupation

Joint multi-agency working is a key factor to make Elevate Bracknell Forest successful. Building on existing relationships to make a wide net of partners will ensure a blanket provision for the target group. Additionally it will help aligning funding, sharing information and working towards a streamlined and clear-cut pathway for the young people of Bracknell Forest.

This is one of the main contributions of Elevate to the Council's provision for the NEET agenda. Elevate is bringing together providers that support NEET and unemployed 19-24 year olds Elevate is working closely with the relevant departments, including the department for Children, Young People and Learning who provide a major part of the services under the Elevate "umbrella". Enhancing the communication between providers in the Borough and across Berkshire is creating a new way of working together that aims to increase effectiveness and cooperation now and in future to best support NEET young people and unemployed 19 – 24 year olds.

2. Setting up a co-located IAG (Information, Advice and Guidance) hub

By co-ordinating the Elevate partners – key players in the field of youth employment, skills and education – and successfully co-locating them in an Information, Advice and Guidance (IAG) Hub the Elevate partners will work towards implementing a standardised system of recording "City Deal Active" young people, employing a new approach to outreach work and programmes specifically targeted at the most vulnerable groups such as young people with LDD or SEN, young offenders, care leavers and lone parents.

A successful collaboration between partners and other relevant agencies is key to making the Hub a success and to provide the 16-24 year olds in Bracknell Forest with a one-stop-shop to access the support they need to enter into meaningful education, employment or training.

Building on the first aim of Elevate is another key aspect supporting the Council's NEET work. The Hub includes Adviza, one of the main deliverers working with the Borough's NEET cohort. Additionally the National Careers Service, Nacro (crime reduction charity), Learning to Work, Bracknell and Wokingham College and other Council teams, including Community Learning and Breakthrough are contributing to the Hub's offer providing a holistic service to young people aged 16 – 24, including NEET young people and those at risk of becoming NEET.

3. Implementing a Bracknell Forest Elevate website called “ElevateMe Bracknell Forest”

ElevateMe Bracknell Forest provides young people with a tool to access relevant information, support and signposting on their journey towards employment. Being accessible by everyone the website can either provide local information on general support, CV's, interviews and opportunities to enhance their employability. Additionally the “City building” tool will help young people track their progress and enable them to build their own pathways. Advisers at the Hub will additionally use the website as a tool to engage with young people.

4. Delivering business brokerage and relationship co-ordination with local employers.

The programme furthermore aims to implement a successful business brokerage system co-ordinated by the Business Relationships Co-ordinator of Bracknell Forest Council that will benefit both businesses by identifying and addressing their needs with regards to young people's skills and education as well as the young people by equipping them with the right skills and experience required by local employers.

By successfully implementing these four core aims Elevate is working towards an improved approach to tackling youth unemployment in the Borough. It hopes to support the Children, Young people and Learning department in their work and aims to contribute in supporting NEET and unemployed young people improving their life chances.

Elevate Bracknell Forest is funded until the end of financial year 2015/2016 aiming to have the multi-organisational change implemented by then. Plans for sustainability of Elevate are being developed in 2015/2016 to secure the continuance of effective and efficient multi-agency working, running of a co-located IAG Hub and the website after 2016/2017.

4. CONTRIBUTION TO STRATEGIC AIMS

The NEET Strategy contributes to the Children and Young People's Plan key aims:

- OP1: Raise levels of attainment and pupil progress across all phases of learning for all pupils
- OP4: Improve outcomes for all children and young people, especially the more vulnerable.

By addressing the issue of NEETs within Bracknell Forest the numbers engaged in education and training will be increased.

Through providing improved opportunities and support to vulnerable young people, social

inclusion and equality will be promoted throughout the Borough. For example, this should in turn lead to a reduction in anti-social behaviour and offending and more young people with special needs gaining employment.

5. FINANCIAL IMPLICATIONS

Actions should be planned within the existing budget allocations.

Alternative sources of funding as appropriate and as available will be sought for particular projects, such as the European Social Fund and Education Funding Agency grant funding.

Work with providers should be ongoing to ensure that curriculum initiatives are sustainable using conventional post-16 funding methodologies.

APPENDIX B – The Statutory Duty for IAG with young people with SEND/LDD:

Code of Practice Jan (2015)

8.29 Local authorities have a strategic leadership role in fulfilling their duties concerning the participation of young people in education and training. They should work with schools, colleges and other post-16 providers, as well as other agencies, to support young people to participate in education or training and to identify those in need of targeted support to help them make positive and well-informed choices. Statutory guidance for local authorities on the participation of young people in education, employment and training is available from the GOV.UK website – a link is given in the Reference section under Chapter 8

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349300/Participation_of_Young_People_Statutory_Guidance.pdf

Participation of young People- Statutory Guidance (Paragraph 15)

Prior to RPA, local authorities had existing duties to encourage, enable and assist young people to participate in education or training which still apply. These duties are to:

- Secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (EHC) plan in their area¹. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision. Guidance on this duty is included at paragraphs 17-19.
- Make available to all young people aged 13-19 and to those up to age 25 with an LDA or EHC plan, support that will encourage, enable or assist them to participate in education or training. Guidance on this duty is included at paragraphs 21 to 34.

(Paragraph 25) Local authorities are expected to continue to work with schools to identify those who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services available locally. For example, may include engagement programmes and mental health services. Local authorities should pay particular attention to young people not in mainstream education, such as those not on school rolls, those attending alternative provision, and those in youth custody. Local authorities should support these young people to ensure they are not disadvantaged when applying for a suitable place in post-16 education or training.

Duty on local authorities introduced under RPA to promote participation (Paragraph 40 – 41) The participation of young people in education and training should be actively promoted through local authorities' wider functions (section 10 of ESA 2008)....
