

# 14 - 19 Strategic Commissioning Statement 2015-2016

## 1. Purpose of the Strategic Commissioning Statement

1.1 The 14-19 Strategic Commissioning Statement is developed to outline the work that takes place to meet the statutory duties listed below for Halton Borough Council:

- Local authorities must 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. (Sections 15ZA and 18A of the Education Act 1996, as inserted by the Apprenticeships, Skills and Children and Learning Act 2009 and Part 3 of the Children and Families Act 2014)
- Local authorities must 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. (Section 68 Education and Skills Act 2008 as updated by Section 20 in Part 3 of the Children and Families Act 2014)
- Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training. (Section 10 Education and Skills Act 2008)
- Local authorities must make arrangements - i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training. (Section 12 Education and Skills Act 2008)

1.2 The 14-19 Strategic Commissioning Statement for 2015-2016 builds on the 2013/14 and 2014/15 Strategic Commissioning Statements as part of a three year cycle. The key priorities within the 14-19 Strategic Commissioning Statement to meet the statutory duties above are reviewed and updated every year and the latest verified data available is analysed as part of that process. This 2015-2016 document will be the final document within this current cycle.

1.3 The Post 16 Development and 14-19 Entitlement Division will carry out an evaluation of the structure of the 14-19 Strategic Commissioning Statement and its effectiveness in communicating and effecting work priorities to meet statutory duties before entering the next planning cycle. This will include reviewing the statutory duties covered and other influences on our work, such as Ofsted Inspection frameworks for Post 16 education establishments.

- 1.4 The 14-19 Strategic Commissioning Statement is shared with partners in the borough because of the significant influence partners have in their own work and by working together to achieve statutory duties, particularly by shaping provision in the borough to address needs and sharing data about young people's activity.
- 1.5 Appendix 1 provides a summary of successes, achieved by and with partners, against the key priorities from last year's 14-19 Strategic Commissioning Statement. Included is the latest verified data available, which informs the key priorities. Key achievements are:
- Halton 16 year olds Not in Education, Employment or Training (NEET) has reduced by 1.1% and is now at 4.1% of the cohort in June 2014.
  - Overall 2012/13 success rates for Halton residents attending Further Education and Sixth Form Colleges (excluding school 6<sup>th</sup> forms) have increased to 84.5% and remain in-line with the national position. The success rates for Halton Residents at the local Further Education College were higher than the national average at 86.1%.
  - The local Further Education College has responded to the need to provide flexible provision for young people who are NEET or at risk of NEET by commissioning 3<sup>rd</sup> sector and Work Based Learning providers to provide additional routes into full-time education.
  - The percentage of the Halton 16-18 Youth Offender cohort who were in education, employment or training has increased by 13.5% in 2014 compared to 2013.
  - The percentage of young people with Learning Difficulties and/or Disabilities participating in Education, Employment or Training (EET) was 80.2% at June 2014, 3.1% higher than the national figure.
  - 68% of the Halton 16-18 year old care leavers were in EET in 2014, 9% higher than the national average.
  - The NEET Vulnerable Young People Case Conferencing Group has been successful in ensuring 81% of Year 11 pupils referred to the group had a positive post 16 destination compared to 76% in 2013.
  - The trial Peer Coaching programme has been successful in engaging a cohort of young people who had been NEET for more than 6 months and progressing 67% of these into full time education.
  - September Guarantee data for 2013/14 shows that 97.3% % of the year 11 cohort had an offer of learning made to them upon leaving Secondary School, demonstrating the progress made since 2009/10, when the recorded figure was 95.9%.

## 2 Halton Borough Council 14 – 19 Priorities

2.1. Following a review of last year's 14-19 Strategic Commissioning statement priorities and analysis of the latest verified data available the following key priorities have been identified for 2015-16.

2.2 The priorities are:

*Priority 1: Ensure there is sufficient suitable provision in place to meet our statutory duties for vulnerable young people aged 16-25*

*Priority 2: Support young people to participate in education or training*

*Priority 3: Ensure young people have access to appropriate progression routes*

## Priority Areas

### 3.1 Priority 1: Ensure there is sufficient suitable provision in place to meet our statutory duties for vulnerable young people aged 16-25

#### 3.1.1 Key focus areas:

- i. Work with institutions to identify and ensure we have the breadth of provision needed to meet the needs of young people with SEND and our vulnerable learners, and publish this on Halton's Local Offer.
- ii. Develop packages of provision for young people with Education Health and Care Plans across 5 days a week.
- iii. Ensure the 0-25 High Needs Assessment Framework for 2015-16 meets the new SEND regulations for approval of education provision at Independent Specialist Providers and Post 16 Institutions – including implementing the funding system for high needs students.
- iv. Support the introduction of a mediation and appeals process for post 16 educational institutions where there has not previously been a statutory duty.
- v. Contribute to joint commissioning for planning and delivering services across education, health and care provision to deliver positive outcomes for children and young people with SEN.
- vi. Support the transitional arrangements from Learning Difficulty Assessments to Education, Health and Care plans to ensure Halton Borough Council is meeting its statutory duties.
- vii. Explore links with the Mental Health Strategy 2014-2019 to inform the development of information, services and provision for young people with emotional wellbeing and mental health issues in Halton.
- viii. Collect the views of young people on the provision they experience in order to inform future commissioned services by working with the Participation Group of the Children's Trust.

### 3.1.2 Why

- From 1 September 2014 the provisions in the Children and Families Bill, its associated regulations and Special Educational Needs and Disability Code of Practice: 0-25 years came into force. The legal framework, for the first time; now include the age range 0-25 and Education, Health and Care Plans have replaced Statements and Learning Difficulty Assessments. As of that date transitional arrangements must be in place to support the changeover from the Section 139A Learning Difficulty Assessments to Education Health and Care Plans.
- Halton Borough Council:
  - must publish a Local Offer, setting in one place information about provision available across **education**, health and social care including the support available in preparing for adulthood.
  - has a statutory duty to ensure that there is sufficient suitable education and training to meet the reasonable needs of young people with SEND and young people subject to a youth detention.
  - has strategic responsibility for planning and funding provision for high needs students from 0-25 years resident in the borough, wherever they study including joint commissioning provision across education, health and social care.
- Within the SEN reforms Local Authorities are asked to consider the need to provide a full package of provision and support across education, health and social care that covers five days a week, where that is appropriate to meet the young person's needs.
- Whilst a lot of progress has been made, there are still vulnerable young people who do not participate in education and training or go on to achieve their full potential.
- By interrogating the data and evaluating interventions and programmes for vulnerable NEET young people and those at risk of becoming NEET, it will ensure that we can identify who they are and commission services and provision to meet their needs.
- Emotional health and mental wellbeing is a key objective in the Children's Plan and feedback from the NEET Strategy Group is that this is a growing concern for partners and providers.
- Having young people participating in assessing provision will help to ensure that commissioned services meet the needs of young people.

### 3.1.3 Impact

- Halton will have sufficient provision, post 16, to meet the reasonable needs of young people in the borough, including those with the most complex learning difficulties and/or disabilities.
- Vulnerable young people will have a full range of post 16 options including meaningful activities and employment.
- Comprehensive systems will be in place to manage the funding arrangements for high needs students.
- Individual outcomes in Education, Health and Care Plans in relation to education, finding paid work, living independently, participating in the community and the transition to adult health and social care will have been met.
- Where appropriate, young people aged 16-25 with a Learning Difficulty Assessment will have made a successful transition to Education, Health and Care plans.
- Young people will be fully participating in the borough's decisions around provision and support to meet their needs.

## 3.1 Priority 2: Support young people to participate in education or training

**3.2.1** This priority relates to the requirements of Raising the Participation Age and its statutory duties including supporting 13 -19 year olds to participate in education or training until their 18<sup>th</sup> birthday and to identify 16 and 17 year old who are not participating. In addition this priority relates to the prevention of young people who are Not in Education, Employment or Training (NEET) until 19 years old, or until 25 years old with a Learning Difficulty Assessment or Education, Health and Care plan.

### 3.2.2. Key focus areas:

- i. Review and further develop strategies to provide support and challenge to providers of education and training, and services working with young people aged 14-19 years old, to influence their strategies for engaging and supporting young people who are NEET or at risk of becoming NEET.
- ii. Continue to provide Risk of NEET Indicator (RONI) information to secondary schools to inform the identification and support of those young people at risk of becoming NEET.
- iii. Explore the development and distribution of post-16 RONI data to inform the identification and support of those young people at risk of becoming NEET post-16.
- iv. Further develop the processes of identification of young people at risk of becoming NEET based on year 6 information from primary schools to support the transition into year 7 (secondary school).
- v. Provide schools and post-16 providers with individualised and comparison data to inform the provision of support for young people and the further development of NEET engagement, retention and exit strategies.
- vi. Work closely with pre and post-16 providers of education and young people's/adult support services to support the engagement in post-16 education of young people that are home educated, elected home educated, or in engagement provision.
- vii. Further develop the processes to ensure effective referral of young people in Year 11 into the Vulnerable Young People's Case Conferencing Group, in addition to post 16 vulnerable young people who are NEET.
- viii. Young People Tracking Service to provide management information that allows judgements to be made about the effectiveness of services and programmes in progressing and retaining young people into education or training.
- ix. Continue to implement Data Sharing Agreements between the Council and providers/services and to implement the collection of information sharing consent from young people where sharing sensitive information will assist their engagement and retention in post-16 education or training.
- x. Collect the views of young people on the impact of interventions and provision they experience in order to inform future commissioned services by working with the Participation Group of the Children's Trust.

### 3.2.3 Why

- To support and challenge pre and post-16 providers of education and training and services on their role in reducing the numbers of young people who are NEET or Not Known to us and to influence future strategy and processes.
- The requirements of Raising the Participation Age is for young people to stay in education or training until their 18<sup>th</sup> birthday.
- Non-participation in employment or training between the ages of 16 and 18 is a major predictor of later unemployment, low income, depression, involvement in crime and poor health, mental health and early mortality.
- A study of the Halton 16-18 NEET cohort indicates that the average length of stay in NEET has increased compared to 2013. On average, learners within the cohort are not engaged for 25 weeks, an increase from 23 weeks for the 2013 NEET cohort, though there is high variance depending upon the age of the learner.
- Figures from June 2014 (8.9%) indicate that 16-18 year olds in NEET has remained similar to June 2013 (8.8%), this equates to 363 young people.
- RONI information supports providers to identify targeted interventions as a preventative measure.
- To support young people who do not attend full time education wholly within a school environment access the information and guidance they require in order to make a successful transition into post 16 education or training.
- The NEET Vulnerable Young People's Case Conferencing has proved successful in reducing both the number of vulnerable NEET young people and the number of young people at risk of making the transition from year 11 into post 16 education.
- By interrogating the data and evaluating interventions and programmes for young people we can judge if our commissioned services and provision to encourage, enable and assist young people to participate in education and training are effective.
- When it is appropriate, the gathering of consent to share sensitive, personal information from young people will enable the Council, providers and services to work together to deliver structured and planned packages of support.
- To ensure practice is influenced by lessons learnt and young people's personal experience of services.

### 3.2.4 Impact

- A reduction in the percentage of young people not in education, training or whose activity is Not Known to us to fewer than 11% by December 2015.
- Trial development of post -16 Risk of NEET Indicator (RONI) data has been shared with a post 16 provider and intervention for young people discussed.
- Work will have taken place with a further two secondary schools to use transition data from primary schools that include RONI information to identify appropriate intervention.
- The progression of home educated, elected home educated and young people accessing engagement provision are tracked through the Young People Tracking Service and Young People Case workers.
- Vulnerable young people will have a smooth transition from pre to post 16 and go on to participate and achieve.
- An auditable process will be in place to demonstrate our management of data and sensitive information about young people.
- Future interventions and commissioning of services will be informed by experiences to date, impact of current provision and the feedback of young people.

### **3.3 Priority 3: Ensure young people have access to appropriate progression routes**

#### **3.3.1 Key focus areas:**

- Work with the Learning and Achievement Department and 11-19 Partnership to evaluate the success of Post 16 progression routes in the borough to lead to quality provision that provides positive outcomes and destinations for young people.
- Support education providers in their statutory duty to provide Information, Advice and Guidance (IAG) to young people and vulnerable young people, including the further development of Mersey Interactive website and social media as a method of sharing careers information, engagement opportunities, provision in the borough, promoting Traineeships and Apprenticeships and promoting routes to self-employment/enterprise.
- Develop the process of September Guarantee to reduce the progression of young people moving into NEET and Not Known particularly coming out of year 13 and at academic age 18.
- Lead the 'Preparing for Adulthood' Task and Finish Group which will focus on enabling young people with SEND to have access to a clear route through education and into adulthood, including finding paid employment, living independently, participating in their community and making the transition from children's to adult services within health and social care.
- Contribute to the development of an employment pathway for young people with SEND working with the Halton Employment Partnership and the Employment Learning and Skills Specialist Strategic Partnership.
- Support the Alternative Provision Strategic Group in improving the breadth of Alternative Provision to meet pre 16 young people's levels of need.
- Analyse information and data to support the identification of gaps in provision and services, in particular as Youth Contract mentoring and ESF Funded Programmes come to an end in 2015. Use the information to inform commissioning of a broad range of clear, accessible and appropriate progression routes for young people, including flexible start provision.
- Research the characteristics of employers who recruit young people as employees without offering training opportunities and consider the results of the research with colleagues from the Employment, Learning and Skills Division.

### 3.3.2 Why

- To provide support for Post 16 institutions in ensuring Post 16 Study Programmes meet individual needs, as will be inspected by Ofsted. This becomes a focus as more Post 16 provision is developed in the borough and because since September 2014 Ofsted provide a separate grade for school 6<sup>th</sup> forms within the school's inspection report.
- Education providers are under a duty to secure independent careers guidance for pupils in years 8 to 13 on the full range of education and training options, including apprenticeships. Ofsted's report 'Going in the right direction?', September 2013, found that the majority of schools needed to do more to ensure that all of their pupils had information on the full range of training and education options and career pathways to help them make informed choices about their future.
- The Government are committed to ensuring 1 in 5 young people undertake an apprenticeship by 2020.
- Final 2012/13 16-18 Apprenticeship data indicated a slight decline in starts when compared to the same period last year (366 starts in 2012/13 compared to 382 starts in 2011/12). The decline has also been seen regionally and nationally at both Intermediate and Advanced levels.
- Final year data for 2012/13 indicates the proportion of 16-18 year olds with Learning Difficulties and/or Disabilities (LDD) residents starting an apprenticeship has increased slightly from 6.3% 2011/12 to 7.4% in 2012/13, which can be further enhanced through the work of the Preparing for Adulthood group.
- The Government have stated that Local Authorities have a crucial role in securing provision for young people with special educational needs (SEN) or disabilities and look strategically at the transition arrangements from Year 9 onwards to better prepare young people for adulthood.
- The SEN Code of Practice states that professionals across education, health and social care should support children and young people with special educational needs (SEN) or disabilities to prepare for adult life, and help them go on to achieve the best outcomes in employment, independent living, health and community participation.
- In fulfilling the Local Authority's statutory duty to arrange suitable full time education for excluded learners Alternative Provision is commissioned, in addition, exclusion prevention measures within the borough include referring learners to Alternative Provision.
- Local Authorities have a statutory duty to provide all 16 and 17 year olds with an offer of a suitable place in education or training by September each year. The numbers offered a place in 2014 was 97.3% of year 11 and 85.7% of year 12

- Further consideration of the provision and progression routes available to young people throughout the calendar year will support the understanding of provision requirements in the borough.
- Since September 2013 employment without training does not meet the requirements of the Raising of the Participation Age regulations.

### 3.3.3 Impact

- Development of a Post 16 Monitoring Framework following consultation with institutions in the borough.
- Increase the number of young people connected to the 14-19 Division via social media to 100.
- A percentage increase in the number of young people offered a place in education or employment with training through the September Guarantee process will be seen.
- An increase in the number of Traineeship and Apprenticeship starts will be seen.
- Career, labour market, employment, training and education information will be readily available to education providers, young people and their families.
- Young people will make a successful transition in adulthood across education, health and social care.
- There will be a broad Local Offer that is published for young people with SEND that will show the pathway through education and into employment.
- Alternative Provision referral pathways within the borough will be clear and educational establishments and local authority teams will clearly understand the Alternative Provision service.
- Where funding is made available to broaden the provision offer in the borough through a) ESF funding and/or b) flexibility in Study Programme funding information is available to inform what the provision needs are.
- Information will be available to analyse and develop further understanding of the choice by young people to enter employment without training and for employers to recruit without offering training opportunities.