



NEET Toolkit

Reducing the proportion of young people not in education, employment or training (NEET)



department for
children, schools and families

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About this guidance

This document is aimed at all those who have a role in reducing the proportion of young people not in education, employment or training (NEET). It is intended to be a practical guide which builds on the NEET Strategy published by the Department for Children, Schools and Families (DCSF) in November 2007.

The guidance:

- summarises the **strategy** for reducing NEET;
- sets out the **contribution** that each partner can make to reducing the proportion of young people NEET;
- provides **good practice tips** on how this might be achieved;
- provides examples of **case studies**; and
- gives links to **further information**.

There is also – at annex A – a **checklist** that local authorities and partners can use to support their NEET evaluation and action planning. Use of this is entirely voluntary.

Your role – at a glance

So you can identify your contribution at a glance, the roles of different partners are **colour coded**:

- **Local authorities (including Children's Trusts and 14–19 Partnerships)**
- **Connexions providers**
- **Targeted youth support services**
- **Schools**
- **Learning and Skills Councils**
- **Post-16 learning providers (schools with 6th forms, sixth form colleges, FE colleges and work based learning providers)**
- **Jobcentre Plus**

Introduction

Being out of education, employment or training (NEET) between the ages of 16 and 18 is an enormous waste of young people's potential and their contribution to society. DCSF is committed to reducing the number of young people who fall into this category. Two key aims are:

- i) to reduce the proportion of 16–18 year olds who are NEET by 2 percentage points by 2010, and in doing so;
- ii) to put in place the learning and support arrangements that will be necessary to enable all 16 and 17 year olds to participate in learning when the participation age is raised to 17 in 2013 and 18 in 2015. (Subject to legislation)

Tackling NEET is about:

- **Prevention** – stopping young people becoming NEET: motivating and engaging them while they are still in school and offering attractive and relevant provision post-16.
- **Intervention** – knowing what young people are doing, having the resource to contact or be contacted by them, challenging their expectations and being able to offer opportunities and support when and where they need them, ensuring successful transition.
- **Sustainability** – helping young people, especially those with a history of 'dropping out', to tackle any obstacles to their engagement so they can remain engaged.

The Government strategy for reducing NEET is based on embedding through the system:

- **Careful tracking** – to identify early those young people who are NEET, or at risk of becoming NEET, so that the right interventions can be planned.
- **Personalised support and guidance** – effective early intervention to re-engage young people, to ensure they have the life skills and knowledge to access education, training or employment and can make informed choices; and to enable them to overcome barriers to participation (including using financial incentives to encourage young people to engage in learning).
- **Flexible learning opportunities to meet demand** – to engage young people through sufficient provision at every level, in every area and in every style of learning.
- **Rights and responsibilities** – to promote young people's rights to access the services they need together with clear incentives in place for all young people to re-engage quickly should they become NEET.

The NEET strategy can be found by following the link below:

http://www.dcsf.gov.uk/14-19/documents/neet_strategy_0803.pdf

There is no one agency that holds all the keys to reducing NEET. That is why DCSF has asked local authorities, through Directors of Children's Services (DCSs), to be accountable for delivery in their area, but to work with a wide range of partners to ensure that the needs of all young people are met.

Partnership working – case study

Islington NEET Action Group

Islington had one of the highest levels of NEET in Central London, and there were too many young people whose current activity was not known. Interventions were delivered in isolation, with little formalised discussion about plans and developments.

The local authority agreed to establish the NEET Action Group – a strategic, multi-agency group who had a working knowledge of the issues facing this cohort. The NEET Action Group has proved successful, developing and informing strategy and role modelling collaborative approaches to reducing NEET, and engaging with schools to support those at risk of becoming NEET.

The NEET PSA target

DCSF has a Public Service Agreement (PSA) target to reduce the proportion of young people NEET by 2 percentage points by 2010. 9.7% of 16–18 year olds were NEET in 2004 – the baseline year for the target.

Progress against the target is measured in June each year using data contained in the Statistical First Release – participation in education, training and employment by 16–18 year olds in England. The proportion of young people NEET is estimated by combining data from a number of sources, including schools, the Learning and Skills Council, Higher Education Institutions and the Labour Force Survey.

These define:

Young people as those of academic age 16–18, i.e. those who completed compulsory education in the last 3 years.

NEET as those who are not in any form of full- or part-time education, training or employment.

The link below will take you to the latest publication:

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000734/index.shtml>

The DCSF estimates are only available for the whole of England. Performance is assessed locally using data from the Client Caseload Information System (CCIS), managed by Connexions providers. There are differences between Connexions data and the DCSF estimates above, and Connexions figures show a lower proportion of young people to be NEET than the DCSF estimates. It is important that CCIS is maintained rigorously so that the two sets of data show a similar trend.

CCIS data is used in the 14–19 progress checks and the National Indicator Set. DCSF also provides data to Ofsted on the proportion of young people NEET and 5 supporting indicators. Details of the supporting indicators are set out in annex 2.

Careful tracking

What needs to happen?

- Client management systems need to be maintained rigorously
- Young people at risk of disengaging should be identified early so that action can be taken
- 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

Connexions providers maintain client databases to track young people's progress which meet the requirements of the CCIS (**Client Caseload Information System**) specification issued by the DCSF. CCIS, like any database, is only as good as the intelligence put in so it is essential that data are shared between partners and recorded promptly. If authorities do not know what young people are doing, there is a risk that they may be NEET. And if they have not been identified, they will not be getting the support they need to help them return to work or learning. Maintaining robust databases is critical not just for reducing NEET, but also for other strategies including raising participation, attainment and implementation of the September Guarantee.

Because client databases are local systems, local authorities will need to alert one another when young people move between administrative boundaries, make sure their records are transferred and agree ongoing support. Other partners will also have information on young people which can be shared (with consent where appropriate) with Connexions providers. This can help to identify young people who might not previously have been known to Connexions, reduce the proportion of young people whose activity is not known, and reduce the burden of keeping records up-to-date.

Data from client management systems can be used to:

- inform the **planning and commissioning** of provision to meet demand – critical to supporting the September Guarantee;
- enable resources to be **targeted** effectively;
- enable **progress** to be monitored;
- enable work with young people to be **evaluated**.

DCSF makes a range of information from CCIS available at the end of each month on young people NEET, those in learning and those whose activity is not known. This information can be used locally to compare performance with other areas and includes the performance indicators set out in annex 2. The Department also publishes an annual survey of the destinations of young people completing Year 11 the previous year.

Local authorities, including Children's Trusts and 14–19 Partnerships have an important role to play by:

- making sure that details of all young people known to the authority are passed to Connexions providers so that they can be recorded on databases (including, for example, those who are missing education, have long term health problems, are home educated, or are in a custodial institution);
- ensuring that sufficient resource has been allocated to client tracking, and that the CCIS quality standards are maintained rigorously;
- making local authority colleagues and other partners (including SIPs) aware of CCIS and the information that can be provided;
- using CCIS data to support planning, commissioning and evaluation of services for young people, and to identify any gaps;
- using CCIS data to identify priority groups, geographical hotspots and to target resources to areas of greatest need;
- using CCIS data to benchmark performance against geographical and statistical neighbours;
- using the findings from the annual activity survey to identify schools performing effectively, and – with SIPs – challenge schools having less success;
- using CCIS to manage delivery of the September Guarantee.

Connexions providers have an important role to play by:

- making sure Personal Advisers, partners and others know how important it is to track young people's progress;
- having rigorous housekeeping arrangements in place so that CCIS is updated promptly, and no young person is allowed to fall between gaps or be lost from the database;
- following up young people before their records expire, and keeping the proportion of young people whose current activity is not known as low as possible;
- setting up data sharing arrangements with partners in contact with young people, including health services, and making sure these are working successfully;
- collecting and sharing intended destinations data with 14–19 partnerships and the LSC to inform the planning and commissioning of learning provision and implementation of the September Guarantee;
- collecting information about the type of work or learning opportunity being sought by young people NEET and sharing this with partners;
- sharing information about the characteristics of young people NEET, and any gaps identified in the services available;

- ensuring that all learning providers have a named contact with whom to share information on young people leaving learning;
- feeding back information to learning providers about why young people left, and what they are now doing.

Schools have an important role to play by:

- monitoring attainment, behaviour and attendance data to identify students experiencing difficulties and taking action to support those who might be at risk of dropping out;
- ensuring that Connexions providers have up-to-date details of pupils on the school roll;
- collecting and sharing information with Connexions providers on young people's intended destinations;
- monitoring applications for post-16 learning made by Y11 students as part of the September Guarantee, and offers they are made;
- supporting the Connexions annual survey to confirm the destinations of Y11 leavers;
- using the findings from the annual activity survey conducted by Connexions providers to:
 - identify the characteristics of young people who do not make a successful transition;
 - evaluate the effectiveness of the support given to young people to make an effective transition to post-16 learning.

Post-16 learning providers have an important role to play by:

- notifying Connexions providers of offers of places made to young people to aid implementation of the September Guarantee;
- notifying Connexions providers when young people do not take up places offered to them;
- notifying Connexions providers as soon as a young person leaves post-16 learning, or indicates that they plan to do so;

The LSC has an important role to play by:

- using CCIS information to plan and commission services and provision to match supply to demand;
- monitoring numbers of young people 'dropping out' of learning;
- evaluating the effectiveness of provision in helping young people to progress to work or further learning;
- cross-matching LSC data with local CCIS data to ensure information is accurate and address any anomalies.

Jobcentre Plus has an important role to play by:

- encouraging 18 and 19 year old jobseekers registering for benefits to consent to their name being passed to Connexions providers so that they can be offered support;
- exchanging information on employer needs and labour market intelligence with partners.

Careful tracking – good practice tips

- Use information about the young person to make sure that they are supported by the most appropriate professional or service.
- Tell **Connexions** services if you hear of someone NEET – do not assume they already know. The young person may only recently have moved into the area, or may previously have lost contact with Connexions.
- The recommendation is to maintain the CCIS system ‘sub-regionally’ (e.g. the area covered by the former Connexions Partnership), to reduce the amount of data passed between authorities and the risk of young people losing contact with **Connexions** providers.
- Young people in jobs without training are particularly likely to become NEET. Evidence from the Learning Agreement pilots suggests that more frequent follow up helps to prevent losing contact with these young people.
- Make sure that details of young people who are in education or training outside their home area are passed to their home authority when they leave, or plan to leave, learning. This applies to those in both pre- and post-16 learning.
- Don’t just look at the headline NEET figures. Information on the number of young people joining and leaving the NEET group, those whose activity is not known, and those with additional needs will highlight areas where priority needs to be given.
- Use KS2 data and informal knowledge from primary **schools** to ensure a smooth transition to secondary and secure engagement.
- Seek young people’s consent to share information. So, for example, if they leave school or college because they found difficulty with one aspect of the course, or faced other barriers such as travel problems, sharing information can ensure that this is taken into account when a new learning opportunity is being sought.
- Use progression measure data, which is being shared with **schools** and **local authorities** in summer 2008, to evaluate the effectiveness of guidance and support given to former pupils.

Careful tracking – case studies

John Bosco School, Liverpool

Alongside hard data on attendance and attainment, an online log detailing staff concerns about young people is monitored weekly by pupil progress coordinators and form tutors to determine whether additional support or intervention is necessary. All staff are encouraged to log concerns, however small, to ensure the **school** has a full picture about a young person's needs.

Westfield School, Watford

The 6th Form Support Worker works closely with the **Connexions** PA, meeting monthly to discuss the needs of individual students, in particular those at risk of dropping out. They communicate regularly by email and telephone and immediately when the Support Worker becomes aware a young person has left the school, so they can be quickly followed up.

Pan London CCIS project

Pan London CCIS project – the Association of London Directors of Children's Services has agreed to establish a London-wide CCIS index pulling data from each of the five sub-regional CCIS databases to enable cross-border tracking. All five sub-regional data systems will work together to manage the data flows, with the index hosted by Central London **Connexions** and the Royal Borough of Kensington and Chelsea. This will provide a single central database containing agreed fields from the local records of all young people aged 13-19 living or studying in London. The index will enable advisers to track young people who move between boroughs and will help to ensure that those who leave learning and become NEET can be identified. The database will also provide regional analysis to inform local authority strategic planning to support the participation of young people aged 13-19 in learning.

Careful tracking – case studies

continued

Derby local authority

In Derby, the local authority post-16 destination data is shared openly between the local authority and all **schools**. This has encouraged **schools** to seek and share good practice to improve performance.

Oxfordshire

In Oxfordshire, the local authority holds an ‘annual conversation’ with each school to discuss their use of **Connexions** resources under their partnership agreement. Each school’s destinations data is also discussed and published on a website. This has encouraged schools to take greater responsibility for post-16 participation.

Careful tracking – useful resources

Advice on creating protocols is on the Every Child Matters website:

<http://www.everychildmatters.gov.uk/deliveringservices/informationsharing/framework/>

CCIS data publicly available:

Number and proportion of 16–18 year olds NEET and activity 'not known', published on the 14–19 website: <http://www.DCSF.gov.uk/14-19/documents/NEET2006.xls>

Destinations of young people completing Year 11, published in '**Moving On – Pathways taken by Young People Beyond 16**', available on the Connexions website:

<http://www.connexions.gov.uk/partnerships/publications/connexpubs/index.cfm?Fuseaction=ListCPDocs&CategoryID=13>

Post-16 Progression Measure

<http://www.dfes.gov.uk/14-19/index.cfm?sid=42&pid=355&ctype=TEXT&ptype=Single>

'**Multi-agency working to support pregnant teenagers**: a midwifery guide to working in partnership with Connexions and other agencies' gives additional guidance:

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00211/>

Personalised support and guidance

What needs to happen?

- Young people need to be able to make informed choices
- Provision of good quality, impartial information, advice and guidance
- Early intervention with those at risk
- Targeted support for those facing more complex issues in their lives
- Financial support

Too many young people say that one of the factors that contributed to their becoming NEET was a lack of information about the options available. To build the skills and knowledge to make informed choices, all young people need good quality, comprehensive, and impartial **information, advice and guidance** (IAG). This should include support on personal wellbeing and financial issues, as well as learning and careers. The DCSF quality standards cover IAG delivered by both external providers (such as Connexions) and learning providers. The standards have been designed to drive up the quality and impartiality of IAG, raise aspirations and challenge stereotyping.

All areas are expected to have a **14–19 prospectus** (available online) to provide young people, guidance professionals and carers with up-to-date information on the education and training options available. It is expected that, by 2010, the prospectus will be linked to a common application process. Young people may also contact Connexions Direct, by telephone, email or by text message for help on a range of issues including health, housing, money, relationships and personal development as well as careers, work and learning advice.

Early identification of those at risk of disengaging from learning, both pre- and post-16, is crucial if those in danger of dropping out are to be motivated to stay in learning. We know also that young people are more likely to become NEET if they do not reach level 2 (the equivalent of 5 GCSEs at A* – C) by age 16, regularly truant or have been excluded, have learning difficulties or disabilities (LDD), or are teenage parents. In order to ensure that young people get the support they need, local authorities are now expected to be delivering **targeted youth support** services, with full coverage across their local area by December 2008.

Young people may be eligible for **financial support** to remove financial barriers and to incentivise participation. This includes Education Maintenance Allowance of up to £30 per week, depending on household income. Care to Learn is available to young parents under 20 to cover the cost of childcare while they are in education or work based learning.

Local authorities, including Children's Trusts and 14–19 Partnerships, have an important role to play by:

- ensuring, through their children's trust and 14–19 partnership arrangements, that the **infrastructure** is in place to deliver effective universal and targeted support services to young people, including:
 - up-to-date publicity materials in a variety of settings;
 - easily accessible and welcoming premises, with opening hours that suit young people;
 - regular consultation with young people and their parents/carers to ensure services continue to meet their needs;
- implementing the **IAG quality standards**;
- keeping the **14–19 prospectus** up-to-date;
- offering multi-agency support to young people who are NEET through targeted youth support arrangements. This will include implementing the common assessment framework (CAF) alongside the lead professional role and information sharing arrangements;
- keeping local information on the **Connexions Direct** website up-to-date;
- making sure that all schools have a named **targeted youth support contact** in the authority as the first port of call when they have concerns about a young person or their family;
- monitoring the take up of **Education Maintenance Allowance (EMA)** and **Care to Learn** to make sure that young people are aware of this support.

Connexions providers have an important role to play by:

- working with schools to offer information, advice and guidance to young people to enable them to make appropriate decisions and making sure this happens early to support implementation of the September Guarantee;
- using the CAF to ensure young people's wider needs, which may present a barrier to learning, are identified;
- offering more intensive support to those identified as at risk of disengaging, or who are still to make decisions about their post-16 choices, working with other targeted youth support services as appropriate;
- ensuring that Connexions personal advisers take on the lead professional role for young people where appropriate;
- promoting the use of the 14–19 prospectus;
- contacting young people as soon as they become NEET to agree what action should be taken;
- contacting 18 and 19 year olds whose contact details have been passed by on Jobcentre Plus to offer advice on learning opportunities;

- having protocols setting out **frequency of contact** with young people NEET, taking their needs into account (the most frequent contact being with young people most in need of support);
- ensuring that SEN assessments are carried out by suitably trained advisers, and shared with partners as appropriate;
- promoting and supporting young people through the **EMA** and **Care to Learn** application processes;
- making sure young people are supported by the professional best placed to help with their needs.

The LSC has an important role to play by:

- actively promoting **EMA** and **Care to Learn (C2L)**;
- working with the local authority to keep the 14–19 prospectus up to date;
- ensuring that LSC funded learning providers are meeting the IAG quality standards.

Schools have an important role to play by:

- starting early to prepare young people with the tools and skills to help them make decisions about their future pathways, with particular emphasis at the KS3 and KS4 transition points;
- supporting young people to help themselves by ensuring they are aware of the information and facilities on offer via the Connexions Direct website;
- facilitating the integration of Connexions PAs within the school to provide high quality, impartial advice and guidance, working in partnership with **targeted youth support** to ensure that young people have access to the range of support they need, including family support where necessary;
- making young people aware of the changing labour market, and the need to gain skills and qualifications in order to progress;
- challenging young people's aspirations and encouraging post-16 learning;
- making sure that young people have good information about the full range of post-16 courses on offer in the area, and receive impartial advice about their choices;
- ensuring young people visit colleges, universities and employers – for example through taster sessions;
- working with employers to secure high quality work experience placements, which can help young people make decisions both about what they do – and do not – want to do post-16;
- **involving parents** in decision making, ensuring they understand the options available for their child, challenging their preconceptions or expectations;
- preparing students for **work experience placements**, making it clear that they will be expected to meet the company's health and safety requirements;
- making young people and parents aware of EMA.

Targeted youth support services have an important role to play by:

- working with schools as **multi-agency teams** to ensure young people at risk of becoming NEET are identified early and that barriers to future education, employment and training for individual pupils are tackled;
- making sure that schools and colleges know **who to contact** to ensure that effective targeted youth support is provided in their setting;
- providing continuity of support across transitions, including when young people leave school.

Post-16 learning providers have an important role to play by:

- offering taster sessions and open days;
- identifying and supporting those at risk of disengaging;
- helping young people nearing completion of their courses to apply for jobs or further learning.

Jobcentre Plus has an important role to play by:

- giving information and advice on finding employment;
- identifying, at the new claims stage, young people who would benefit from early access to New Deal.

Support and guidance – good practice tips

- **Schools, colleges, training providers and connexions providers** coming together to provide intensive support on 'GCSE results day' to ensure young people wanting to reconsider their post-16 choice are identified and the process of applying for alternative provision starts as quickly as possible.
- Support services acting within days of a young person becoming NEET can prevent long-term disengagement, particularly among more vulnerable young people.
- Taking young people's education and training needs into consideration when arranging **housing** will ensure that they are less likely to drop out because travel is too difficult.
- Regular appointments with **social work, medical and other professionals** can result in already vulnerable young people missing considerable chunks of their education, especially if travel by public transport is necessary. Consider how these can be arranged so that they are less disruptive – for example at the end of the day, by conducting appointments in the school or college, or arranging several appointments on the same day.
- Make sure that young people undertaking **personal development opportunities** or who are on short courses are identified and helped to apply for follow-on provision to prevent them re-joining the NEET group.
- Have a support worker available to young people in employment who can advocate on their behalf should difficulties arise. This person would also become the first point of contact if the job came to an end or the young person left;
- **Jobcentre Plus** can be a good source of support for young people who do not (at that time) wish to re-engage with education and training and want to find work. **Local authorities** can take advantage of the facilities offered by programme centre providers and negotiate contracts with them to deliver support modules designed specifically for young people.
- Plan and embed Careers Education and Guidance throughout the curriculum from Year 7 and incorporate sessions into PSHE on job or course applications, CV writing, and interview skills.

Support and guidance – good practice tips continued

- Invite former pupils who have made a successful transition, local employers or others in the community to act as mentors.
- Learning providers can have a menu of interventions to employ as soon as a student shows signs of disengaging including, for example, learning mentors, tutoring from senior school personnel, and **targeted youth support**.
- Arrange visits to colleges and universities; discussions with professionals and trades people; jobs fairs showcasing local employers; off-curriculum activity days involving professions to raise aspirations.
- Encourage young people to apply for EMA and open bank accounts before they leave school. This can ensure that any difficulties can be resolved before they start post-16 learning and that EMA can be paid from the outset.

Support and guidance – case studies

Alsop High School, Liverpool

Young people are encouraged to think about where they see themselves in 10 years. They are supported to identify what they need to do to get there, starting from the choices they make at KS3 and their behaviour at school.

Advanced Skills Teacher, Derby

In Derby there is an Advanced Skills Teacher (AST) specialising in careers education and guidance (CEG), whose targeted work in **schools** is agreed with the **local authority**. The AST's role includes running network group meetings for senior school staff with responsibility for careers and sharing good practice. Schools say they value her work and benefit from her experience.

Support and guidance – case studies

continued

Range School, Sefton

Four pastoral leads each have a responsibility for transition at 11, 14, 16 and 18. At each point work begins with the most vulnerable young people and their parents to support decision making, especially around vocational routes where parents tend to have most concern. The school's Education Welfare Officer is also involved in this work.

Littleover School, Derby

Careers education and guidance is the responsibility of a dedicated coordinator on the **school's** senior leadership team and is taught by specialist teachers. Careers education is incorporated into PSHE from Year 7, so young people can start exploring topics or vocations that interest them, refining their interests through KS3 to enable better decision making for KS4 pathways and beyond. Individual interests, achievements and projected attainment are explored, alongside the full range of provision pathways. Work experience is chosen carefully so young people can experience areas they are interested in; their experience is reviewed on return to school to ensure their pathway is the right one. Where appropriate the school supports the young person by challenging parents' unrealistic expectations through discussions at parents' evenings.

Sefton local authority

In Sefton, the **local authority** and **Connexions** jointly employ a Learning and Guidance Officer to support and challenge schools on their work to prepare young people for post-16 learning. An IAG/CEG group produces resources, disseminated via the CEG network of 21 secondary and five special schools.

Hull City Council

Hull City Council's 'Top 700' project has established seven area teams who share information and agree multi-agency packages of support, coordinated by a lead professional, to improve the attendance of 700 children. Head Teachers are involved in panel meetings and understand the potential of the approach to secure the engagement of the hardest to reach pupils.

Support and Guidance – useful resources

DCSF quality standards for young people's IAG, covering IAG delivered both by external providers (such as Connexions) and by learning providers:

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00253/>

Area Prospectus. National portal and guidance available from DCSF 14-19 gateway

IAG Workforce. Supports development of a collaborative approach to careers education and IAG for young people <http://www.iagworkforce.co.uk/site/iag/home>

Children's Workforce Development Council. Supporting implementation of Integrated Working. www.cwdcouncil.org.uk

Connexions Direct: www.connexions-direct.com

Integrated working:

Enabling and encouraging professionals to work together effectively to deliver frontline services

<http://www.everychildmatters.gov.uk/deliveringservices/integratedworking/>

'Multi-agency services: guidance for practitioners'

www.everychildmatters.gov.uk/deliveringservices/multiagencyworking/practitionersguidance

'Multi-agency working to support pregnant teenagers: a midwifery guide to working in partnership with Connexions providers and other agencies'

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00211/>

Guidance on support for teenage parents: 'Teenage Parents, Next Steps: Guidance for Local Authorities and Primary Care Trusts'

<http://www.everychildmatters.gov.uk/files/02136ED4F02D7233CEE60B88D3727F3E.pdf>

Targeted Youth Support guidance and case studies

<http://www.everychildmatters.gov.uk/deliveringservices/targetedyouthsupport/>

Progression through Partnership – joint strategy between the DCSF, Department of Health (DH) and Department of Work and Pensions (DWP) on the role of FE and training in supporting people with learning difficulties or disabilities, includes best practice examples:

<http://www.dfes.gov.uk/publications/progressionthroughpartnership/docs/LearnerDisabilityDocument.pdf>

Financial Support

<http://www.dfes.gov.uk/14-19/index.cfm?sid=42&pid=357&ctype=TEXT&ptype=Single>

Flexible learning opportunities to meet demand

What needs to happen?

- Sufficient provision at every level and in every area to meet demand from all young people
- Improved retention in learning
- Flexible start dates to enable learning to begin throughout the year
- Allowance made for young people with additional needs
- Employers engaged

Young people do not become NEET by choice – the majority simply can not find a learning opportunity or job that meets their needs. A choice of provision that is attractive to young people is crucial if they are to achieve the skills they need for life and work. Finding appropriate provision can be particularly difficult for young people with individual needs – such as teenage mothers, young people with learning difficulties or disabilities (LDD), or Gypsy, Roma and Traveller young people.

The majority of young people NEET have been involved in some form of post-16 learning but have dropped out. Only 17% of young people who left the NEET group in 2005–06 returned immediately to full-time education. There may be all kinds of reasons for this, but one is that many courses are restricted by September enrolment. More flexible start dates and ‘roll on’ provision enable more young people to remain in learning and reduce the risk of them taking low quality employment and finding themselves NEET again later.

While there has been a considerable increase in the range of personal development opportunities available for young people not yet ready to access mainstream learning, it is essential that these are focused on progression to further learning, not seen as an end in themselves. DCSF announced in the Children’s Plan (December 2007) a new “Entry to Learning” programme to bridge the gap between such activities and mainstream learning. Entry to Learning will be piloted later this year.

Taking part in positive leisure time and curriculum enrichment activities protects young people against poor outcomes and helps counteract negative influences, helping them develop resilience and build social and emotional skills.

Although we want to reduce NEET by increasing the proportion of young people in education or training, the longer-term aim for young people is transition to successful employment. The work-based route is increasingly important and employers have a key role by providing work placements and apprenticeships. Rising numbers of 18 year olds NEET highlight the importance of ensuring that young people make a successful transition from learning at age 17/18 to further learning or work.

Local authorities, including Children's Trusts and 14–19 Partnerships, schools, the LSC, learning providers and Connexions have an important role to play by:

- **sharing information** from S140 assessments to ensure appropriate post-16 provision for young people with a statement of SEN;
- engaging jointly with **employers** to identify high quality work experience placements, work related learning and apprenticeships;
- putting in place a range of personal development opportunities to help young people to progress into mainstream learning.

Local authorities, including Children's Trusts and 14–19 Partnerships, have an important role to play by:

- ensuring that there is a coherent and comprehensive offer for all young people in the area;
- having robust plans for the introduction of Diplomas, and further development as demand grows;
- having robust plans for the implementation of the Foundation Learning Tier;
- ensuring that the workforce has the capacity to deliver a broad range of provision pre-16;
- having collaborative arrangements in place to provide for those at risk of disengaging from learning;
- reviewing the 14–19 prospectus to identify gaps in the provision offered to young people;
- ensuring that there is sufficient provision for all young people including those with specific needs (e.g. learning difficulties or disabilities or parenting responsibilities).

Connexions providers have an important role to play by:

- collecting and sharing with the LSC information on the type of learning provision that will attract young people and meet their needs.

The LSC has an important role to play by:

- ensuring that there is sufficient provision to meet the needs of all young people, including those with additional needs, taking account of:
 - the style and level of learning;
 - occupational sector;
 - where they live;
- contracting with learning providers to offer flexible entry dates so that young people can access learning provision throughout the year;
- using Connexions 'intended destinations' data to assess young people's needs and aspirations;

- collecting and taking account of young people's views of the provision being offered;
- growing the number of apprenticeship opportunities to meet the needs of young people and the local economy.

Schools have an important role to play by:

- ensuring access to a diverse and flexible KS4 curriculum, including the engagement programme, as a planned stepping stone to future participation;
- ensuring everyone understands the significance of transition and identifies potential issues, with pupils and staff working together to prepare for it.

Post-16 learning providers have an important role to play by:

- being **flexible** over course intake dates, ensuring young people can start throughout the year;
- recognising that young parents or those with LDD might need more time off – for an ill child, for example, or for regular medical appointments;
- having **robust systems** to identify young people showing signs of disengaging, so they can be helped to remain in learning if possible;
- helping young people completing courses to make the next step – either to further learning or work.

Learning opportunities – good practice tips

- ensuring institutional boundaries are not a barrier to personalising the curriculum, with creative use of tailored services and flexible timetables;
- actively seeking apprenticeship opportunities in local public services, including the local authority and health services;
- expecting businesses competing for local authority or other public contracts to offer work placements or apprenticeships.

To improve retention:

- identifying young people at greater risk of 'dropping out' such as those who were unable to get a place in their first choice course and those who might be struggling academically, or facing other barriers. The end of the Autumn term is a time when issues tend to come to a head and many leave learning;
- managing a transfer to a different course or learning provider, preventing the young person from becoming NEET and reducing the risk of longer-term disengagement.

To engage young people with additional needs:

- using information about young people's learning needs, identified during the **S140 assessment process**, to ensure provision meets the needs of all young people, including those with LDD;
- understanding the pressures facing young people combining learning with caring for a child, or dealing with other issues. Part-time learning or taster courses can be successful in attracting young mothers back into learning;
- making funding available to support eligible programmes of learning for pregnant teenagers and young parents, giving young mothers the opportunity to achieve or work towards qualifications, with a clear focus on progression into further learning.

Learning opportunities – case studies

East Barnet School

A mobile (funded through AimHigher and Neighbourhood Renewal Programme), bus provides facilities for 15 students in engineering and construction taking provision to the **school** so students do not need to go elsewhere. The school also suspends the curriculum for two lessons a week so Year 7 and 8 pupils can take part in the **Triple E (Extension, Enrichment and Enhancement)** programme; creative projects to develop young people's life skills, build relationships with staff and foster enjoyment of learning.

Range High School, Sefton

Range High School, Sefton, has developed a **16+ link course** for students who are not ready to take Level 3 qualifications. They remain in school, benefiting from re-sit opportunities, and study for a BTEC qualification in a range of vocational studies with **Southport FE College**. At the end of the year they review their next step. In its first year, 20% continued into employment, 40% progressed to Level 3 courses and 40% moved to Level 3 AS study at school. The college is seen as a key partner in the collaborative of local schools, not just a 'provider'. This relationship is cemented by some students attending courses split between the school and college.

Learning opportunities – case studies *continued*

Gypsy, Roma and Traveller young people in Leeds

Partners in Leeds have come together to deliver a ‘futures’ course for Gypsy, Roma and Traveller young people. The students had experienced negativity in school due to cultural and social structures, and felt excluded due to language or literacy problems. The course was held at Leeds Metropolitan University, the City Library and Leeds Arts College – quality learning environments where the young people could meet other students of their own age and experience a learning community. The course provided the students with the opportunity to engage in learning, and develop their confidence and self esteem.

Choices+ programme in Durham

The **Choices+ programme in Durham** is for learners who have withdrawn from college courses during the first term and are in danger of becoming NEET. The programme gives them the opportunity to continue in full-time education to prepare for a transition to alternative courses at the next available intake date. Learners are integrated into existing groups, and are supported by a dedicated Choices + Personal Learning Coach.

Employers in Dorset

The **employers** on the Ferndown and Uddens estates in Dorset have created an employer forum to tackle issues of mutual interest. This includes developing links with local **schools, colleges, Bournemouth University, Jobcentre Plus** and **Connexions** to raise the profile of the estates and businesses to potential jobseekers. The forum is currently exploring opportunities for apprenticeship programmes in the area, and looking at what can be done to support young people NEET. The forum has also identified a lack of public transport options, and is seeking funding to operate a bus service to enable young people to access opportunities on the estate.

Learning opportunities – useful resources

‘Aligning Provision’ toolkit DCSF/LSC guidance to develop provision

[http://www.DCSF.gov.uk/localauthorities/_documents/content/070402%20Guidance%20\(3\).doc](http://www.DCSF.gov.uk/localauthorities/_documents/content/070402%20Guidance%20(3).doc)

Progression through Partnership – a joint strategy between the DCSF, Department of Health (DH) and Department of Work and Pensions (DWP) on the role of further education and training in supporting people with learning difficulties or disabilities, and includes examples of best practice:

<http://www.dfes.gov.uk/publications/progressionthroughpartnership/docs/LearnerDisabilityDocument.pdf>

Ways To Accredit Generic Learning, prepared by ASDAN for DCSF and QCA. The guidance provides practical help as a staff training manual on how to yield generic learning qualification outcomes (especially Wider Key Skills/Functional Skills and Employability Skills) from work related learning/work experience (WRL) and personal and social development (PSD) programmes. It maps the QCA’s Personal, Learning and Thinking Skills (PLTS) framework to motivational small steps of accreditation which can progress learners towards further achievement in the Diploma and related qualification pathways.

The guidance is available free for schools, colleges and training providers to download from the QCA website. www.qca.org.uk/14-19/11-16-schools/110_2474.htm (After the introductory text on the Engagement Programme, click on Item 4 for Ways to Accredit Generic Learning”, and on Item 1 for QCA’s companion Guidance: ‘Making The Programme Work For Your Students’)

Raising Expectations: From policy to legislation. DCSF response to “Raising Expectations: staying in education and training post-16” <http://www.dfes.gov.uk/14-19/documents/Raising%Expectations.pdf>

Rights and responsibilities

What needs to happen?

- Offers of learning made to all 16 and 17 year olds through the September Guarantee
- 18 year olds claiming Job Seeker's Allowance (JSA) and with a history of NEET encouraged to access New Deal
- Activity and learning agreements in pilot areas used to incentivise re-engagement

The emphasis in the last three sections of this guidance has been on putting in place an infrastructure that encourages and enables young people to remain engaged in work or learning. This section looks at young peoples rights to access the services they need, and their responsibilities to engage in the activities offered for them.

We need to ensure, ahead of 2013 when (subject to legislation) the age of participation in compulsory education or training will be raised to 17 years old, that we have in place a system that engages many more young people in learning.

Years 11 and 12 are a critical time for young people as they make the transition from compulsory education to further education or work based learning. But, this is a time when many 'drop out' either because they cannot find a suitable learning place, or because they find that their original choice does not meet their needs. The **September Guarantee** – an offer, by the end of September, of a suitable place in learning – was implemented for the first time for 16 year olds in 2007, and will be extended to 17 year olds in 2008.

Young people who have been NEET for some time may need additional support and encouragement to achieve. **Activity Agreements** and **Learning Agreements** which are being piloted in a number of areas, set out the steps that the young person should take to move into learning or work with training in return for financial support in most areas.

New Deal for Young People has been successful in helping many young people return to work or learning. Young people normally have to claim JSA for 26 weeks before becoming eligible for New Deal. But from April 2008 young people who were NEET before their 18th birthday will be given voluntary early access to New Deal. Although they will remain NEET while they are in the Gateway stage of New Deal, they will be eligible for a package of support that will help them to re-engage in work or learning. This is a valuable additional resource for 18 year olds, particularly those whose primary aim is the labour market and who need the support New Deal can offer. New Deal will be mandatory for 18 year olds who have been NEET for 26 weeks before their 18th birthday from April 2009.

Local authorities, including Children's Trusts and 14–19 Partnerships, have an important role to play by:

- ensuring that all delivery partners are clear about their role in delivering the September Guarantee and that key dates have been identified;
- monitoring the availability of learning provision and ensuring that gaps are identified and action taken to address them;
- monitoring implementation of the Guarantee, challenging performance, and taking action to resolve issues arising;
- mobilising targeted youth support services to respond to those needing more intensive support.

Schools have an important role to play by:

- being clear with young people about the standards of timekeeping and behaviour that colleges and employers will expect;
- promoting the September Guarantee to staff working with Year 11 students, young people and their parents/carers;
- identifying early young people at risk of not having an offer, with ongoing support provided in conjunction with Connexions providers;
- supporting the Connexions annual survey to confirm the destinations of young people;

Connexions providers have an important role to play by:

- identifying young people without an offer so that intensive support can be given or provision sought;
- ongoing tracking of young people undertaking a personal development opportunity so further provision can be offered when appropriate;
- making sure that young people are aware of activity agreements (pilot areas only) and New Deal;
- using CCIS to identify young people who are eligible for activity agreements and early entry to New Deal.

The LSC has an important role to play by:

- ensuring that learning providers understand the Guarantee and the importance of passing information on offers to Connexions providers as soon as they can;
- ongoing collaboration with Connexions providers to find suitable provision for young people yet to receive an offer learning.

Post-16 learning providers have an important role to play by:

- notifying Connexions providers as soon as offers of learning are made to young people;
- notifying Connexions providers if young people do not turn up for interviews;
- informing Connexions of young people who refuse places they have been allocated or who do not turn up for enrolments.

Jobcentre Plus has an important role to play by:

- contacting Connexions advisers when a young person registers for JSA to discuss if fast-tracking to New Deal would be an appropriate option.

Rights and responsibilities – good practice tips

- schools and Connexions services can work together to find out what young people intend to do when they complete compulsory education. This might include:
 - where they plan to study;
 - what subjects or occupations they plan to study for; and
 - what their predicted grades are to assess what level they should be aiming for post-16.

This will also help to identify young people who have not made up their mind and who may need more in depth IAG on the options available to them.

- a **common application process** can simplify the applications process for young people and considerably ease the burden of tracking applications and offers made. All areas will be expected to have a common application process, linked to the learning prospectus, in place by 2010.

Rights and responsibilities – case study

Meols Cop High School

Meols Cop High School, Sefton, keeps a register throughout Year 11 to log which young people have completed an application for post-16 learning and which have secured a job offer. Staff use it to identify those who need extra support to secure a destination before they leave Year 11.

Rights and responsibilities – useful resources:

September Guarantee: Guidance for Local Authorities and their Delivery partners

<http://www.dfes.gov.uk/14-19/index.cfm?sid=42&pid=347&ctype=TEXT&ptype=Single>

Connexions providers and JobCentre Plus: Working Together

LA Email 30 April 2008

New Deal for Young People

http://www.jobcentreplus.gov.uk/JCP/Customers/outofworkhelplookingforwork/Getting_job_ready/Programmes_to_get_you_ready/New_Deal/New_Deal_for_Young_People/index.html

Annex 1

Self-assessment checklist

Self-assessment checklist for local authorities and their partners

Careful tracking

Are client management systems being maintained rigorously?

- Are robust arrangements in place for ensuring that **children educated outside school** – e.g. at home, in custody, or in hospital – are recorded on CCIS?
- Are there mechanisms in place for updating CCIS when a **young person changes school**?
- Has information on **children missing education** been imported to CCIS?
- Have Year 11 intended destinations been recorded on CCIS?
- Do personnel working with young people understand the **importance of tracking their progress**? Have they received relevant training?
- Has the **planned course completion date** been recorded on CCIS to ensure that students are contacted before they leave their learning establishment?
- Is action being taken to **cross-match CCIS data** with that provided by others e.g. LA records of Children Leaving Care, the Pupil Level Schools Census, and LSC records?
- Is the proportion of young people whose current activity is '**not known**' at a reasonable level? If not, is action being taken to reduce 'not knowns'?
- Are data sent to DCSF being rejected because they contain **too many errors**?
- Do the monthly error reports provided by DCSF show that data provided by the authority are robust?

Are young people at risk of becoming NEET identified early?

- Are secondary schools getting and using data from primary schools to help identify young people who might need additional support?
- Are schools using pupil absence records to identify young people at risk of disengaging?

- Are schools monitoring students' applications for post-16 learning, so that those who are not applying, or who are unsuccessful, can be identified and given additional support?
- Is there a shared understanding of the characteristics of young people at risk of becoming NEET? Are these young people identified on data bases?
- Are young people due to complete their current activity being identified so that they can be helped to find their next activity?

Is information about individuals being shared between partners?

- Are data sharing arrangements in place and working effectively? If not, is action being undertaken to address this?
- Are arrangements in place for schools to inform other local authorities when a young person is educated outside their home area, or moves house?
- Are schools and colleges notifying Connexions when a young person drops out of learning? If not, is action being taken to address this?
- Is information on young people with additional needs being passed to colleges where appropriate so that the young person can be given the support they need?
- Are data on young people in full-time education and work-based learning cross matched with data held by the LSC on a regular basis to ensure that the data tell a consistent story and any inconsistencies are identified?

Is information being used to plan and commission services?

- Is the make up of the NEET group understood: the area where they live; the type of provision they need; any special characteristics?
- Have the needs of young people due to complete compulsory education in the summer been assessed: their aspirations; expected destination; any special characteristics?
- Are young peoples' views on the type and level of provision available locally collected and shared with those responsible for commissioning provision?
- Are data used to help understand the most effective provision for retaining young people in learning, enabling them to reach Level 2 quickly?
- Are data used to identify demand for learning and provision commissioned to meet needs?

Is information being used to drive up performance?

- Is the annual activity survey used by school improvement partners to evaluate the effectiveness of support given to young people to make an effective transition to post-16 learning?

- Is CCIS data used across the authority area, and by partners, to identify geographical hotspots and priority areas?
- Is CCIS data used to benchmark the authority's performance against geographical and statistical neighbours?
- Are delivery partners identified where 'drop out' levels are high, and appropriate action taken (whilst taking account of providers helping the most vulnerable young people)?
- Are young people who drop out of learning asked why they did so, and their views shared with delivery partners through the LSC learner survey?

Personalised support and guidance

Enabling young people to make informed choices

- Is the prospectus publicised to all young people? Is there local evaluation with young people, employers and providers of the prospectus to gauge effectiveness, awareness and satisfaction?
- Are young people able to access services that meet their needs in terms of their geographical location, opening hours and accessibility?
- Is there a culture of high expectation and achievement for all, positively promoting lifelong learning and raising pupils' self esteem?
- Are schools engaging with partners, including employers and the community, to act as role models for vulnerable young people?
- Are young people given the support they need to prepare for making decisions at the end of KS3 and KS4? How are parents/carers involved in these decisions?
- Do school students have access to taster sessions at colleges, work placements and universities that can raise aspirations and help with the decision making process?
- Are former pupils/current staff/employers/community representatives used as mentors?
- Are young people offered high quality work experience? Is the success of placements assessed?
- Are links made with community groups and newspapers used by groups with particular needs to promote the services on offer to young people?
- Are a range of appropriate services are offered to young people seeking employment?
- Are schools actively supporting all young people to secure a positive destination?

Provision of top quality, impartial IAG

- Are Connexions PAs integrated within schools to provide impartial advice and guidance and more intensive support for the most vulnerable?
- Do young people in schools know how to access IAG (including Connexions Direct and the prospectus)?
- Are the IAG quality standards being met?
- Are young people's views on IAG collected and used to develop services?

Targeted support for those facing more complex issues

- Is early support available in universal settings, including schools and colleges?
Are these settings accessible and attractive to vulnerable teenagers?
- Are collaborative approaches in place to ensure vulnerable young people have the personalised package of support, information, advice and guidance, they need?
- Do young people at risk of becoming NEET, or who are already NEET, have their needs assessed using the Common Assessment Framework (CAF)?
- Do vulnerable young people have a lead professional to co-ordinate this support and act as a single point of contact?
- Are assessments of young people with a special educational need rigorously conducted and recorded in accordance with S140 of the Learning and Skills Act?
- Is continuity of support maintained across transitions, for example, on moving on from school?
- Are services responding quickly when they learn that a young person has become NEET? Are protocols in place which set out how quickly young people should be contacted?
- Are NEET young people's learning needs being assessed and recorded on CCIS?
- Has there been an assessment of the guidance and support services needed by young people NEET? Are there any gaps?
- Do vulnerable teenagers have the opportunity to influence the support available locally and the support they receive as individuals?

Financial support

- Is take up of EMA being monitored?
- Is EMA and Care to Learn funding being promoted to young people and their parents?
- Are young people and parents being supported through the application process?
- Are PAs, colleges, training providers and schools able to give young people information about Care to Learn funding for childcare?

Providing a flexible mix of courses and activities to meet demand

Sufficient provision to meet demand

- Is the local prospectus being used to identify gaps in provision, both pre- and post-16, with action taken to fill these?
- Has an assessment of learning provision been made to ensure that supply aligns with demand?
- Does learning provision meet the needs of young people with particular needs (such as teenage parents and those in rural areas or outlying estates)?

Improved retention in learning

- Are personal development opportunities clearly focused on progression to education, employment or training?
- Is there provision for young people who, for whatever reason, will only consider employment or employer based learning? Are apprenticeships and train to gain being used imaginatively?
- Are the views of young people leaving learning before the end of their course being sought? For example, did they feel that they had made the wrong choice, or found the course did not meet their needs.
- Are the views of young people being used to inform the planning of future provision?
- Is CCIS data being used to identify the previous destination of young people leaving learning to become NEET?

Flexible start dates

- Is there learning provision with flexible start dates for young people who become NEET during the year?

Young people with additional needs

- Are young people not yet ready for mainstream learning being engaged in personal development opportunities, with a clear focus on progression to further education or training?
- Is CCIS information on young people with LDD, and from black and minority ethnic community used to inform local planning and targeting of resources?
- Is there sufficient and suitable provision for young mothers who want to re-engage in learning? This may need to include a gradual re-integration into learning or part time or opportunities?
- Is there provision available for young people with challenging behaviour, or who have a history of 'dropping out'?
- Is there ongoing dialogue about the number of young people with learning difficulties or disabilities who are expected to leave school, and the type/location of post-16 learning provision they need?
- Is the statutory requirement to fund places for young people with learning difficulties and disabilities fulfilled?

Engagement with employers

- Is there a shared understanding of the local labour market, the jobs available and the needs of employers?
- Are employer representatives used on local boards/councils to champion the importance of apprenticeships and training opportunities for young people?
- Are jointly funded approaches to employers developed so they are not contacted separately by Connexions, LSC area partnerships, colleges, Education Business Link and Jobcentre Plus?
- Are local employers being consulted and their needs taken into account?

Rights and responsibilities

September Guarantee

- Are all partners aware of their roles and responsibilities?
- Have young people and their parents been made aware of the Guarantee?
- Are arrangements in place for monitoring delivery? Are all the relevant partners involved?

- Are arrangements in place for establishing and recording Y11 intended destinations?
- Are arrangements in place for identifying young people likely to leave learning at the end of Y12, and who are entitled to a further offer of learning?
- Has a common admissions/application process been considered, linked to development of the 14–19 prospectus?

New Deal

- Are arrangements in place with Jobcentre Plus to give young people who are particularly vulnerable, or with a history of being NEET, early access to New Deal?

Annex 2

NEET indicators

Proportion of 16–18 year olds NEET

Although data are available monthly, the average proportion of young people NEET in November, December and January each year is used for performance management purposes. Using a 3-month average reduces the likelihood of data being affected by a statistical blip. This period gives the best match to the DCSF participation estimates which also relate to the end of the year.

Supporting Indicators

1. **The proportion of 16–18 year olds whose current activity is not known** – we know client tracking is a key element of the NEET strategy; this indicator will help to highlight areas that are not maintaining robust systems.
2. **The % NEET amongst groups more likely than average to be NEET** – those with learning difficulties and disabilities, from certain black and minority ethnic backgrounds, white boys from lower socio-economic groups, and teenage mothers. Tackling these inequalities is both morally important and essential if the target is to be met.
3. **The number of young people joining the NEET group** (as a percentage of the number NEET) – this is an indicator of the effectiveness of preventative action to reduce the flow into the NEET group, a key element of the NEET strategy.
4. **The number of young people leaving the NEET group to re-engage in education, employment or training** – an indicator of the action taken to help young people to engage, and the availability of provision for them to participate in.
5. **The destinations of 16 year olds completing compulsory education** in the November following Year 11 (collected through the annual Activity Survey undertaken by Connexions providers) – this enables us to assess the effectiveness of an area's activity to ensure young people are retained in further learning when they complete compulsory education.

Annex 3

Glossary of terms

14–19 Diplomas will provide coherent courses focused on occupational sectors, with applied learning to meet the needs of young people who do not achieve their full potential through the current range of qualifications.

14–19 Strategic Partnerships – led by Local Authorities with local Learning and Skills Councils and other stakeholders (such as schools, colleges training providers), are central to delivering the 14-19 reform programme.

Activity Agreements, aimed at re-engaging 16 and 17 year olds who have been long-term NEET, are being piloted in eight Connexions Partnership areas. The Agreement is a personalised action plan negotiated and agreed with a Personal Adviser. In return for committing to and completing agreed activities to help them re-engage with learning, young people get a weekly allowance for up to 20 weeks.

Care to Learn (C2L) provides financial support to young parents to cover the cost of childcare and associated additional transport costs.

Client Caseload Information System (CCIS) is managed by local authorities and their Connexions providers to record the characteristics, and needs of and interventions with young people aged 13-19. Data from CCIS is an invaluable source of information on young people which can be used to inform local planning and commissioning of services, and to monitor numbers NEET.

Common Assessment Framework (CAF) – a shared assessment tool for use across all children’s services and all local authority areas in England. It aims to help early identification of need and promote coordinated service provision.

Connexions is designed to help all young people aged 13–19 (or up to their 25th birthday if they have learning difficulties and/or disabilities), with a particular focus on those who need help most and those at risk of being socially excluded. Connexions will, for many young people, be the first point of contact for specialised support from other services. Responsibility for providing Connexions services falls to Local authorities from April 2008.

Education Maintenance Allowance (EMA) provides an incentive and support through an income-assessed allowance for young people who participate in post-16 learning.

Entry to Employment (E2E) is a work-based learning programme for 16–18 year olds who are not yet ready or able to enter an Apprenticeship, employment or further learning opportunities.

Entry to Learning – announced in the Children’s Plan, Entry to Learning aims to bridge the gap between personal development activities and the more formal learning routes offered by the LSC. Pilots or trials are expected to begin in Autumn 2008.

Financial support – see **Care to Learn**, **Education Maintenance Allowance** and **Jobseeker’s Allowance**.

Foundation Learning Tier (FLT) will reform provision below Level 2 and support young people who have been NEET or are at risk of being NEET to attain and progress. The FLT has three strands:

- Skills for life and work (including functional skills)
- Vocational and subject-based learning
- Personal and social development

Jobseeker’s Allowance (JSA) – Young people may be eligible for Jobseeker’s Allowance when they reach the age of 18. 16 and 17 year olds may be eligible for JSA, although numbers are small.

Key Stage 4 Engagement Programme, aimed at young people at risk of becoming disengaged. It uses work-focused learning to re-motivate young people at risk of dropping out because of disaffection with the mainstream curriculum and classroom-based learning styles.

New Deal for Young People – New Deal for Young People is designed to address the problems of long-term unemployment in 18–24 year olds. Whilst on the programme, participants receive continued help and support from a New Deal Personal Adviser whose main aim is to help them find and keep a job, or become self-employed.

Personal Development Opportunity (PDO) – activities aimed at raising young people’s confidence and self esteem, including tasters, engagement activities and informal learning – offered mainly by the Voluntary and Community Sector and local authorities.

S140 assessment – all students with a statement of special educational needs (SEN) who are expected to continue in post-16 education or training are entitled to an assessment under S140 of the Learning and Skills Act during their last year of compulsory schooling.

September Guarantee – a guarantee that every young person completing Year 11 is offered a suitable place in post-16 learning by the end of the September after they leave full-time education. Now a requirement for all local areas, the September Guarantee is being extended to **17 year olds**, so that all 17 year olds have the offer of a place to continue or re-engage in learning.

School Improvement Partners (SIPs) – SIPs are accredited professionals who have demonstrable skills and experience in promoting school improvement. Every maintained primary, secondary and special school is allocated a SIP, whose role is to provide dedicated support and to challenge schools by moderating and evaluating the processes leadership teams use. The role is fulfilled by analysing and drawing conclusions from data provided by the schools, the local authority and DCSF. The SIP acts for the local authority, becoming the main (but not the only) channel for communication about school improvement with the school.

Targeted Youth Support (TYS) – aims to ensure needs of vulnerable teenagers are identified early and met by agencies working together effectively in ways shaped by the views and experiences of young people.

Transition Support Programme – will be implemented from 2008–2011 to help disabled young people and their families with intensive, co-ordinated support and person-centred planning. It will include an information pack for young people, with advice on further education, training opportunities and work options.

Local contacts

These pages are blank for you to note down your local contacts.

Name	e-mail	telephone
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Local authority

Connexions providers

Targeted youth support

Name

e-mail

telephone

Schools

Learning and Skills Councils

Post-16 learning providers

Jobcentre Plus

Name	e-mail	telephone
Government Office		
Other		

Feedback

We know there is considerable energy in stakeholders around the country to reduce the numbers of young people NEET, and we hope this toolkit has been useful.

If you have any feedback on this toolkit we would be pleased to hear from you.

gillian.cowan@dscf.gsi.gov.uk

It would help us disseminate good practice in a form that best suits you.

We would also welcome any additional case studies and good practice examples you have. These will be placed in a dedicated area on the 14-19 website where they can be accessed by others.

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