

AfC 16-19 Participation Strategy

2015/16 to 2018/19



**achieving
for children**

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Forward

Achieving for Children (AfC), set up in April 2014 to deliver children's services across the Royal Borough of Kingston and the London Borough of Richmond, has a statutory duty to:

- provide education and training to all 16 and 17 year olds
- support young people to find a suitable place in a school, college or in work-based learning, or part-time education where the young person is combining education with full-time employment or voluntary work.

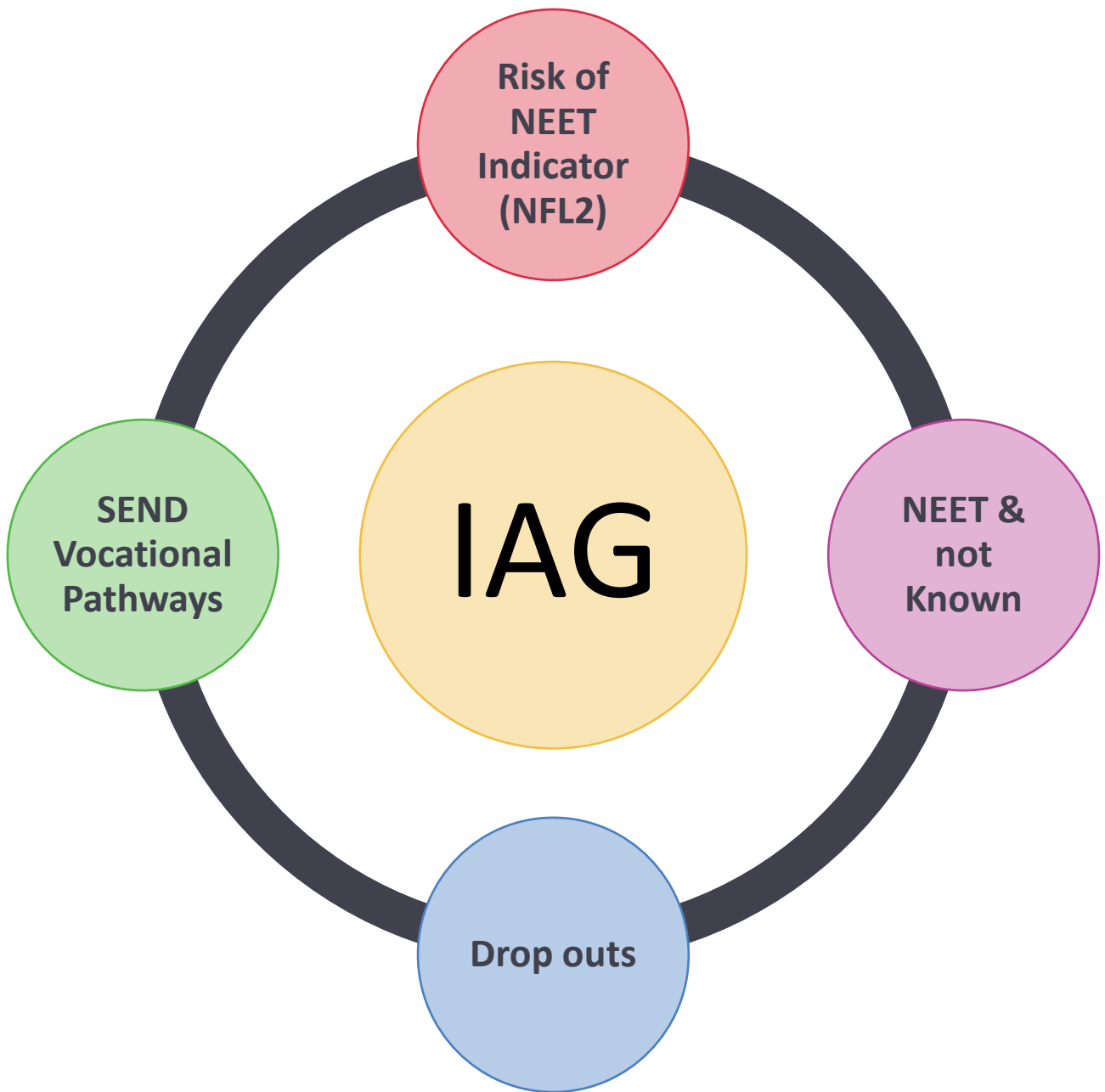
This statutory duty, fulfilled by our 14-19 Team, working closely with AfC's Education Business Partnership (EBP), applies to the cohort of 8,878 young people across Kingston and Richmond, although as we know from our destinations data year-on-year, the majority of these do not need our help. Our work has to focus on the most vulnerable who need that extra support to explore their options and take the necessary steps towards further learning or employment.

Post-16 participation is good – 90.9% and 91.5%¹ of our 16 and 17 year olds are in a positive destination² in Kingston and Richmond. Yet there is a small but significant minority (9.1% and 8.5%) who are not and who face difficulties in progressing for a variety of reasons. We want to exceed our statutory duty to support these young people. The challenges facing us in identifying and helping these young people before they become long term NEET, are set out in this document. Partnership is key and we in the 14-19 Team and the EBP cannot meet these challenges in isolation. This strategy has been developed with, and through, our 14-19 Partnership and together we will take it forward over the next two years. We will strive to do this within challenging times. The post-16 learning landscape is changing locally due to pressures of demand, tighter funding for providers and local authorities and the potential impact of forthcoming local area reviews into post-16 education.

We intend this Participation Strategy to act as a basis for influencing the development of the post-16 curriculum offer in schools and colleges and to provide a context for policy makers to attract funding to support our objectives. It takes forward the key strategic objectives set out in Programme 6 of AfC's Business Plan 2014-2017: Putting Children First, set out as Appendix B. In this strategy, we have set each challenge in context, supported by relevant data and a series of actions we need to take to address our challenges. Pages 48 to 50 then set out our targets for measuring success. We will review progress in autumn 2016 and update our strategy in the light of the findings. In summary, we want every young person in our boroughs, whatever their background or academic ability, to realise their potential and, after the age of 16, to embark upon a meaningful pathway to employment and a fulfilling life.

¹ Local Authority NEET and Not Known Analysis Report June 2015

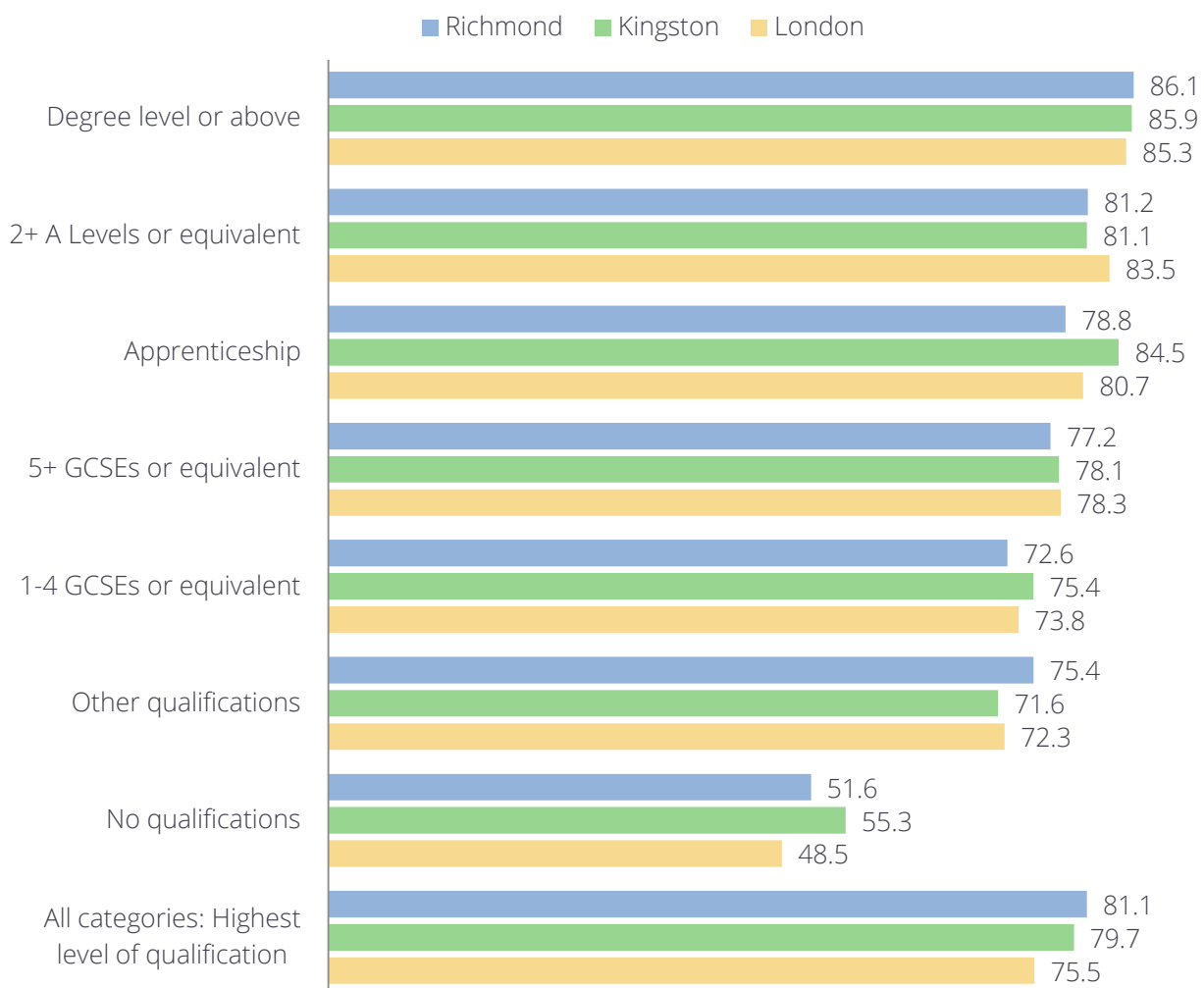
² Measured by DfE's Raising of Participation Age criteria: Participation of young people in education, employment or training: statutory guide for local authorities: September 2014



Introduction

Our young people have a vibrant, diverse labour market on their doorstep – London’s economy is as large as Sweden’s and larger than many of the other EU states, with an estimated GDP of £500 billion a year. London accounts for more than a fifth (22%) of total UK economic activity. The capital’s labour market is not just large companies – around 97% of all businesses in London are small and they provide around half of all jobs³. However, the labour market is competitive: the London workforce is typically better qualified and better paid than workers in the rest of the UK.

Figure 1: Percentage of economic activity by highest level of qualification of residents aged 25-64, 2011 Census



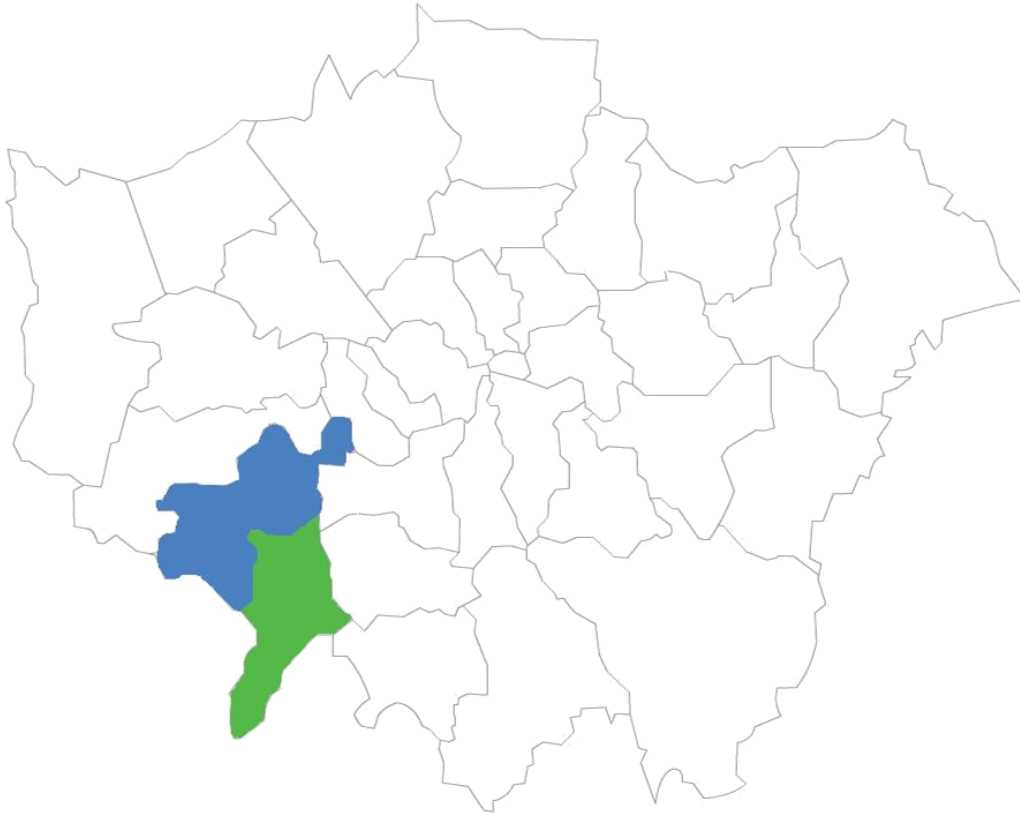
“London’s young people face tough challenges when they leave education enter a world of employment competing against some of the world’s most skills individuals, not just the most skilled from our city”.⁴

³ London Ambitions: Shaping a successful careers offers for all young Londoners: London Enterprise Panel and London Councils: 2015

⁴ Councillor Peter John, London Councils’ Executive member for Children, Skills and Employment

Figure 1: Source: 2011 Census, Office for National Statistics

In today's job market, achieving qualifications matters more than ever. In London the higher the level of qualification held, the more likely that people are employed. A full Level 2 is currently made up of five GCSEs grades A*-C or equivalent. In London, 73.8% of the people whose qualifications are below Level 2 are in work. But of the people with a Level 3, 83.5% are in work and 85.3% of people with a Level 4.



Both boroughs boast a diverse range of occupational sectors offering good employment prospects for young people. In Kingston, the public sector is the largest employer. Both boroughs have a high number of VAT registered micro businesses (7,060 Kingston and 11,510 Richmond) and high levels of self-employment. Kingston has a thriving retail sector and ranks 25th in terms of UK retail expenditure⁵, while Richmond offers smaller, more niche retail opportunities in addition to national multiples. Richmond is characterised by employment in professional and business services and media, but is also London's biggest centre for employment in technology sector with, eBay, PayPal, NotOnTheHighStreet.com and many small media and tech firms such as Haymarket Publishing and Teddington Studios.

There are also major developments planned across both boroughs. In Kingston, redevelopment of the Eden Quarter in the town centre will help to meet the need for new homes in the town centre as well as high quality office accommodation and opportunities for additional educational and associated facilities. A 15 year programme is also starting to regenerate the largest housing estates in the borough to provide better quality homes for council tenants and to bring much needed new housing to the area. It is envisaged this will generate new jobs and apprenticeships in construction. There are also moves to increase the stock of university accommodation as Kingston University expands.

⁵ "Retail Footprint 2010 reveals Britain's shopping successes and strugglers". CACI.

In Richmond, major developments include Brewery Wharf residential and leisure opposite Twickenham Station, Twickenham Railway Station (2016) and redevelopment of a major new campus at Richmond College. The borough's largest site at Mortlake's Stag Brewery is currently on the market for redevelopment.

Future demand for education and employment opportunities

The Royal Borough of Kingston and the London Borough of Richmond are relatively small London boroughs with a combined population of 357,500 in 2015, including 39,300⁶ 16 to 24 year olds, of which our 16-19 cohort (which local authorities have a statutory duty to track and support) numbers are 8,878, based on CCIS data⁷. Demand for high quality post-16 education and employment opportunities will be even stronger in the light of projected population growth (Figure 2) and planned economic and infrastructure development described above.

In addition to maintaining economic competitiveness, both boroughs are expanding educational provision, which aligns with recent increases in population growth. In Kingston, a new secondary school has opened this year in the north of the borough (the Kingston Academy) and a further primary school is planned for September 2016. In Richmond, Richmond upon Thames College is developing a new 16,000 sqm campus for education and enterprise purposes at its Egerton Road site, with scope for up to 3,400 FTE students. Proposals have also been put forward for the creation of new accommodation for primary and secondary pupils and part relocation of Strathmore Special School at St Richard Reynolds Catholic College.

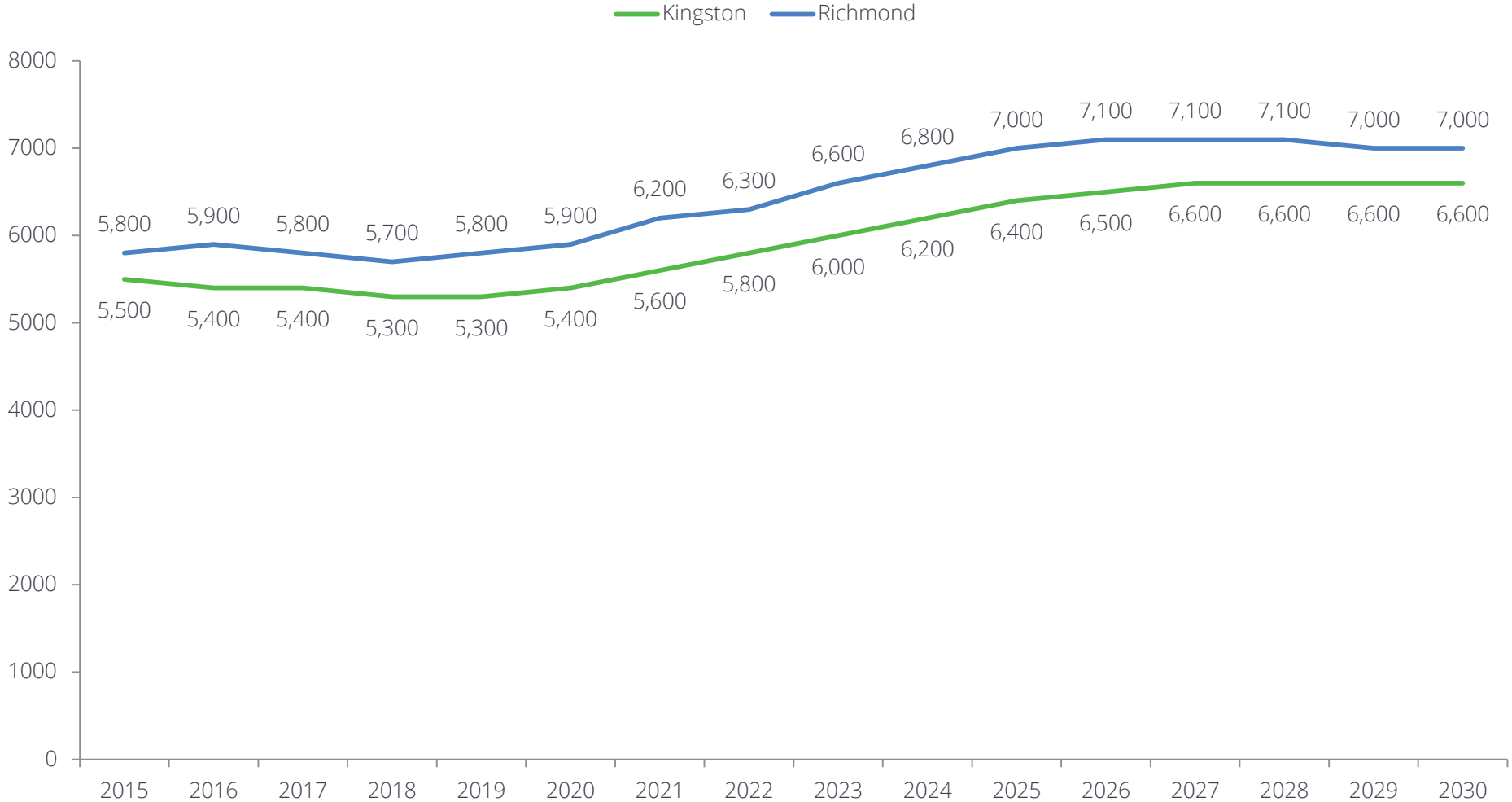
For young people to be equipped to take advantage of the employment and career prospects both locally and within the wider context of London, they will need a sound base of qualifications, including English and maths. As the economy has now turned a corner, more employers are now reporting vacancies than over the same period in 2011. However, young people are facing a skills gap in oral and written communication, literacy and numeracy skills, so that a full Level 2, with English and maths, is an essential first step towards progress in employment.

Together, 14-19, EBP and our 14-19 Partnership, we are committed to ensuring we support as many of our young people as possible to succeed. But there are several big challenges facing us. These are set out in the next few pages.

⁶ <http://data.london.gov.uk/dataset/gla-population-projections-custom-age-tables>

⁷ Client Caseload Information Service data (CCIS), populated by Schools Census – does not include young people attending independent schools pre 16.

Figure 2: Greater London Authority population projections of 16-18 year olds for Kingston and Richmond by year



Our challenges

1. Delivery of high quality information, advice and guidance that will help young people to move into positive post-16 destinations

Whatever aspirations young people have and whatever their academic ability, good careers advice will help to put them on the right road to meet these aspirations. Underpinned by sound labour market information, careers advice can also help to open young people's minds to job roles they might not have thought of but to which they might be suited, or indeed, of setting up their own businesses. The London Ambitions report highlighted that 'there is a clear moral and economic purpose to improving careers provision, including young people's experiences of the world of work'⁸.

Indeed, all young people in full time education, from Years 8 to 13, have a right to receive impartial, independent information, advice and guidance to help them on their way towards employment. This is government policy:

'Schools should have a strategy for the careers guidance they provide to young peoplewhich... should be embedded within a clear framework linked to outcomes for pupils'⁹

Schools and colleges have a statutory duty to provide this and there are some excellent examples of how this works in practice, particularly where providers are working with employers to give young people access to the world of work. Through our Education and Business Partnership, AfC is committed to working with a wider range of employers and broker connections with our schools to provide this, enjoying links with around 2,000 employers across our boroughs. In 2015, the EBP linked with employers to coordinate work experience and gain their support for enterprise and employability activities in schools. The EBP arranges an annual 'World of Work Roadshow' careers event which includes representation from employers, training providers and individuals from a range of employment sectors, giving young people insight into the local labour market and how they can enter this through apprenticeships and graduate routes.

Schools are implementing and delivering targeted innovative information, advice and guidance (IAG) strategies that focus on the most vulnerable learners. Our careers protocol template, based on DfE guidance, has helped schools meet their statutory requirements. We have also used external funding to develop specific careers initiatives aimed at the most vulnerable learners in 2013 and 2014, with the intention of mainstreaming these initiatives in subsequent years.¹⁰

⁸ *London Ambitions: Shaping a successful careers offer for all young Londoners* page 17

⁹ Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff – DfE March 2015

¹⁰ Funded through the City Bridge Trust's Get Young People Working initiative 2013-2015

Case study: The Hollyfield School

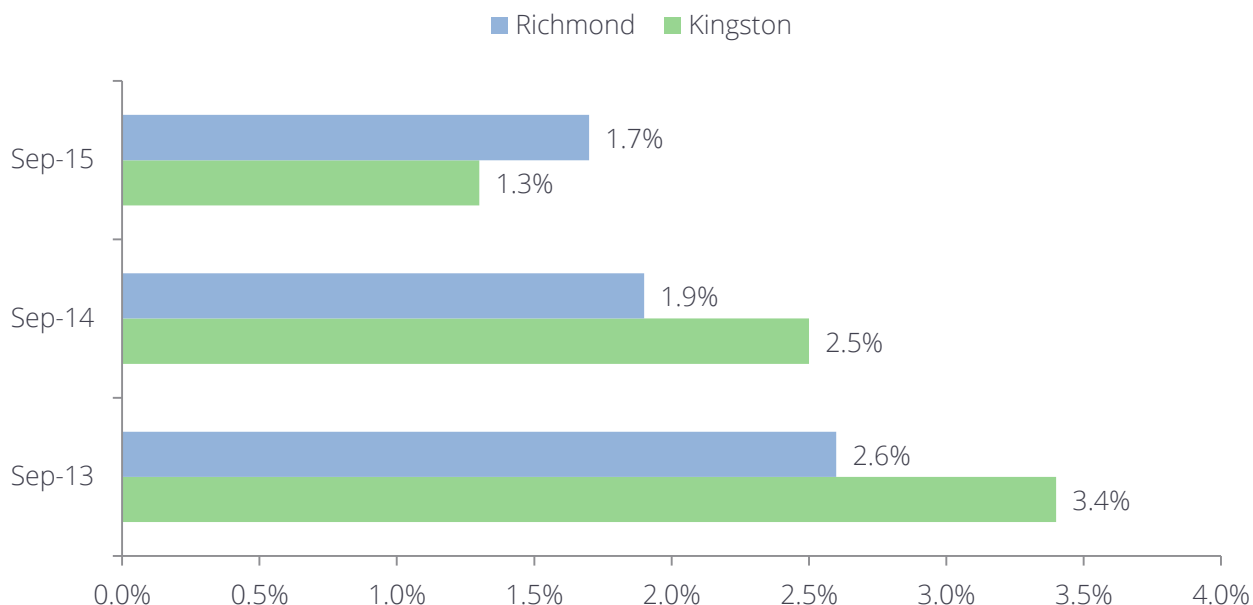
The City Bridge Trust funding enabled us to expand on current careers provision to create individual and tailored support to each student that requires it. Our independent careers advisor was able to work additional days to deliver group work during the holidays. We also employed a specialist teacher for one-to-one English and maths sessions with the 'non full Level 2' cohort to build confidence in students in preparation for exams. It is also intended to deliver 'Spiral' workshops through Kingston University and My Spiral, targeted at the at risk group, with 10 sessions planned, each two hours long. The student will take part in activities such as sampling a range of careers and employer led challenges. Spiral will monitor each student's progress on the programme and will feedback to us on their progress.

Case study: Richard Challoner School

The funding allowed for valuable one-to-one support with two learning support staff receiving training on CASCAiD/Kudos careers software applications. Students attended a 12 week programme on careers and life skills at one session a week which covered completion of application forms, interview skills and in depth research on future pathways using Kudos. Visits to employers such as Sky TV and CWA helped benefit the students by exposing them to working environments, jobs and possible career opportunities. A past pupil gave a presentation and account of his career to date and held a practical session with the students.

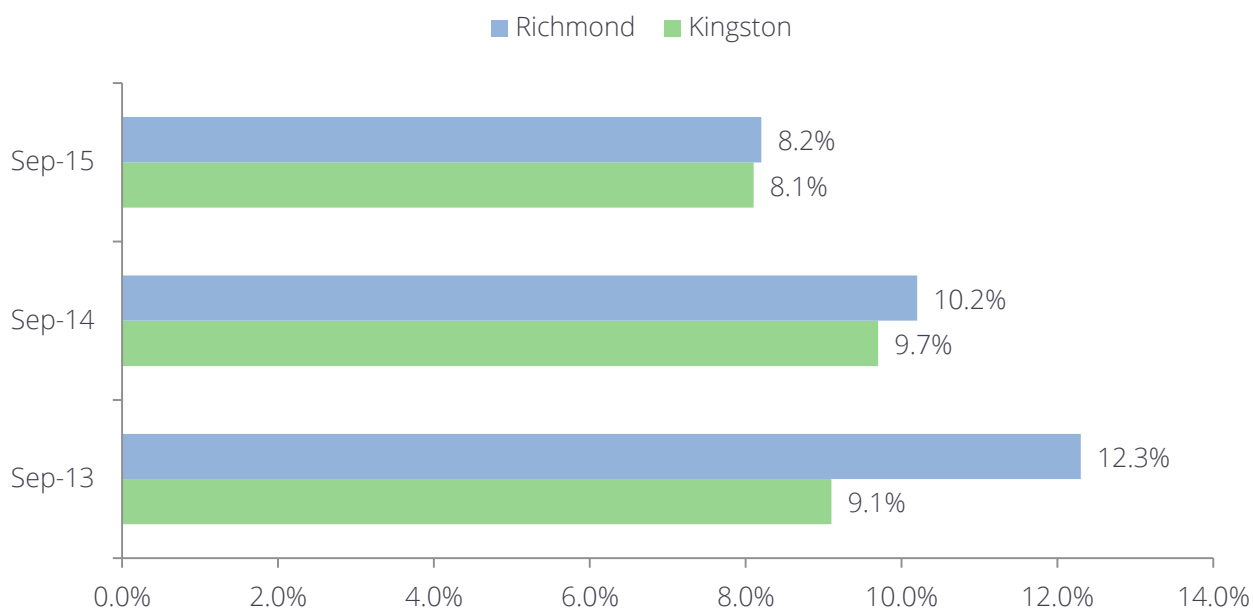
Each year, the majority of our young people have received an offer of a place in learning for the following September. This is a very positive picture for young people leaving Year 11.

Figure 3: Percentage of learners in Year 11 without offers for September by academic year



However, for those in Year 12 the picture is not quite so good:

Figure 4: Percentage of learners in Year 12 without offers for September by academic year



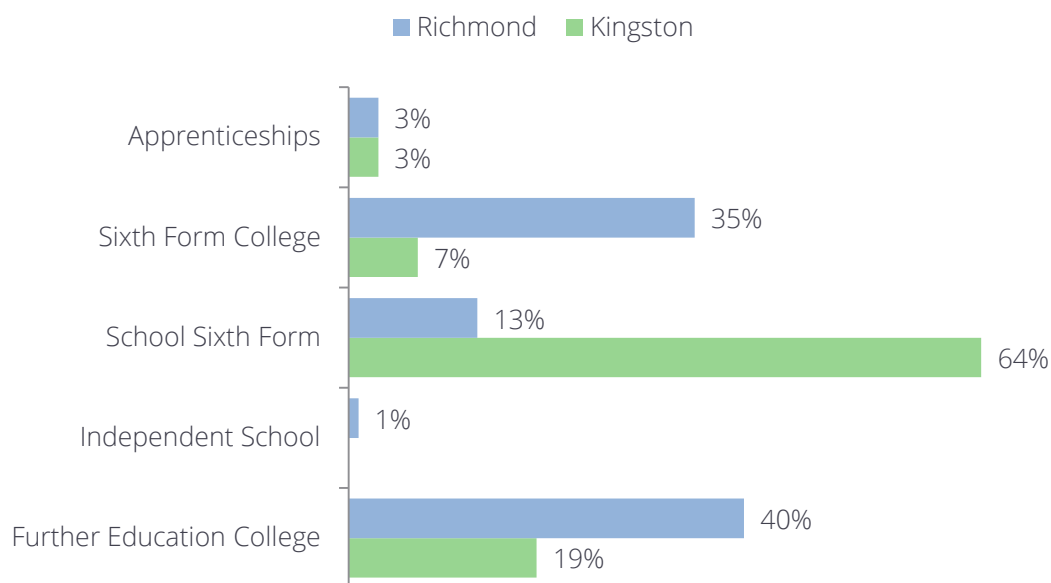
The percentages shown above for young people that have not apparently received an offer, concern us. The 14-19 Team track them throughout the early summer and in the autumn, but by then it is often too late to contact some of them and they become 'not known' to us.

What needs to be done? Closer links need to be made with school staff responsible for careers, train the trainer events and wider circulation of post-16 opportunities for those young people not planning to stay on into sixth forms.

In general, progression into higher education at 18 is good. Recent research into higher education destinations for our residents¹¹ showed a continued increase in achievement of degrees, and particularly of those achieving 1:1 and 2:1 degrees, by residents who completed their studies in 2013/14. In addition, approximately 69% of residents in each borough who completed their first degrees in 2012/13, who had progressed to employment were employed in professional, associate professional roles, or working as managers or directors six months after completing their courses.

Destination measures¹² show positive destinations from AfC providers at Key Stages 4 and 5:

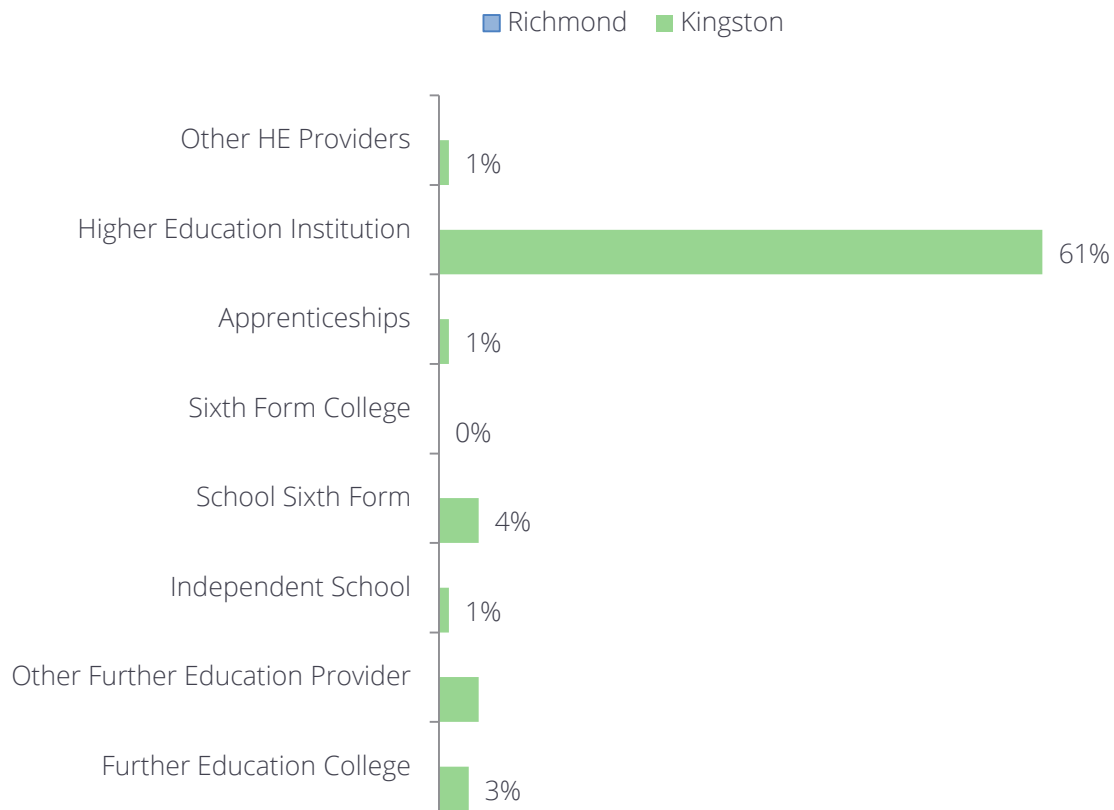
Figure 5: Key Stage 4: Percentage of the 2012/13 cohort going to, or remaining in, an education or employment destination in 2013/14



¹¹ *The Progression to Higher Education of young Richmond upon Thames and Kingston upon Thames residents*: London Borough of Newham, London Councils and University of East London: 2015

¹² DfE October 2015 (KS5 Richmond data was not captured at the time of submission).

Figure 6: Key Stage 5: Percentage of the 2012/13 cohort going to, or remaining in, an education or employment destination in 2013/14

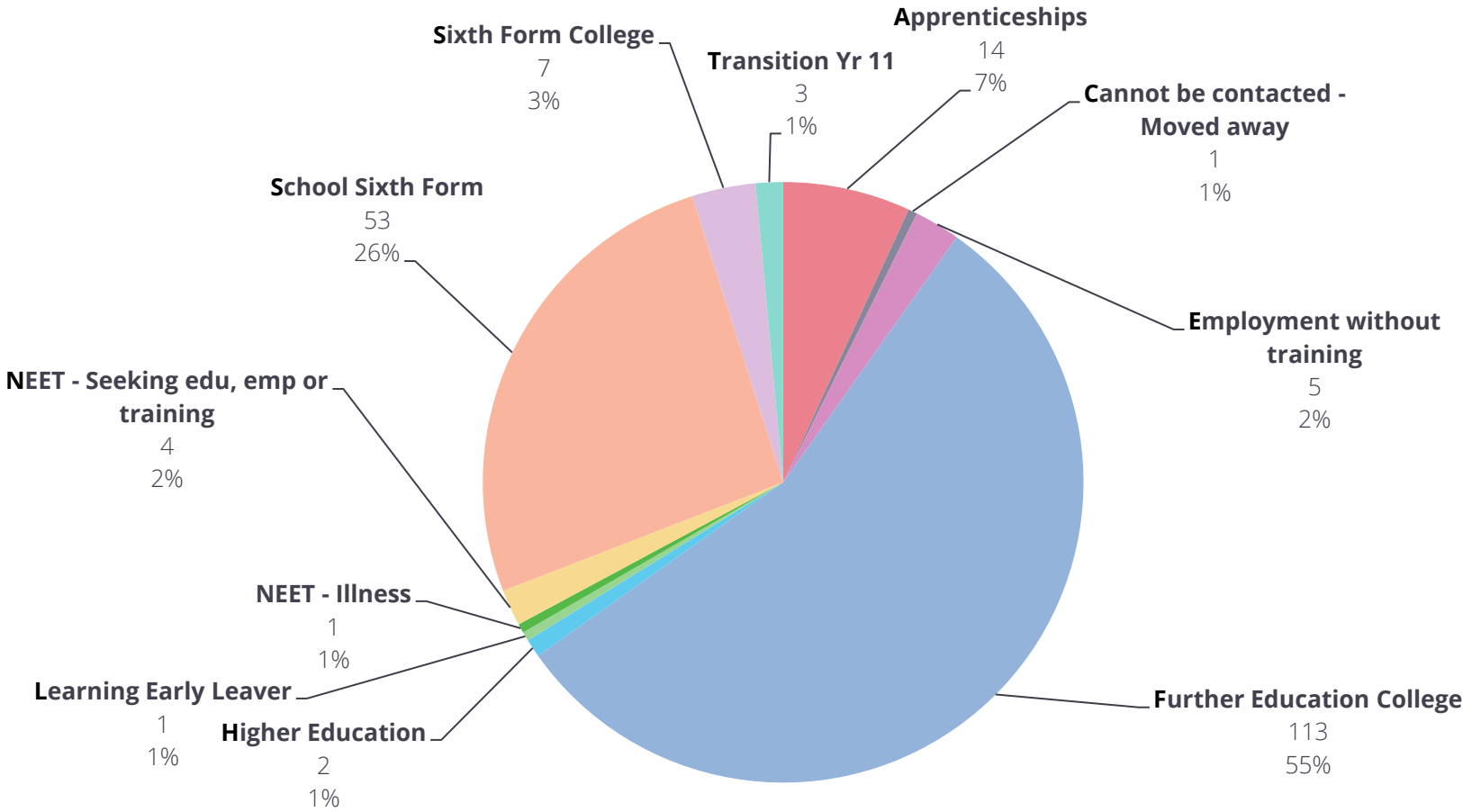


However, around many learners appear not to have progressed into a positive destination after these two important transition points.

Drop out in Year 12 is an issue. With rising of the participation age (RPA), the onus on providers to tell us about young people who leave learning early, has focused attention on those young people who leave school or college after Year 12.

Tracking this cohort in summer 2015 has shown that:

**Figure 7: Year 12 leavers in Kingston and Richmond by current destination, November 2015
(Cohort size: 204)**



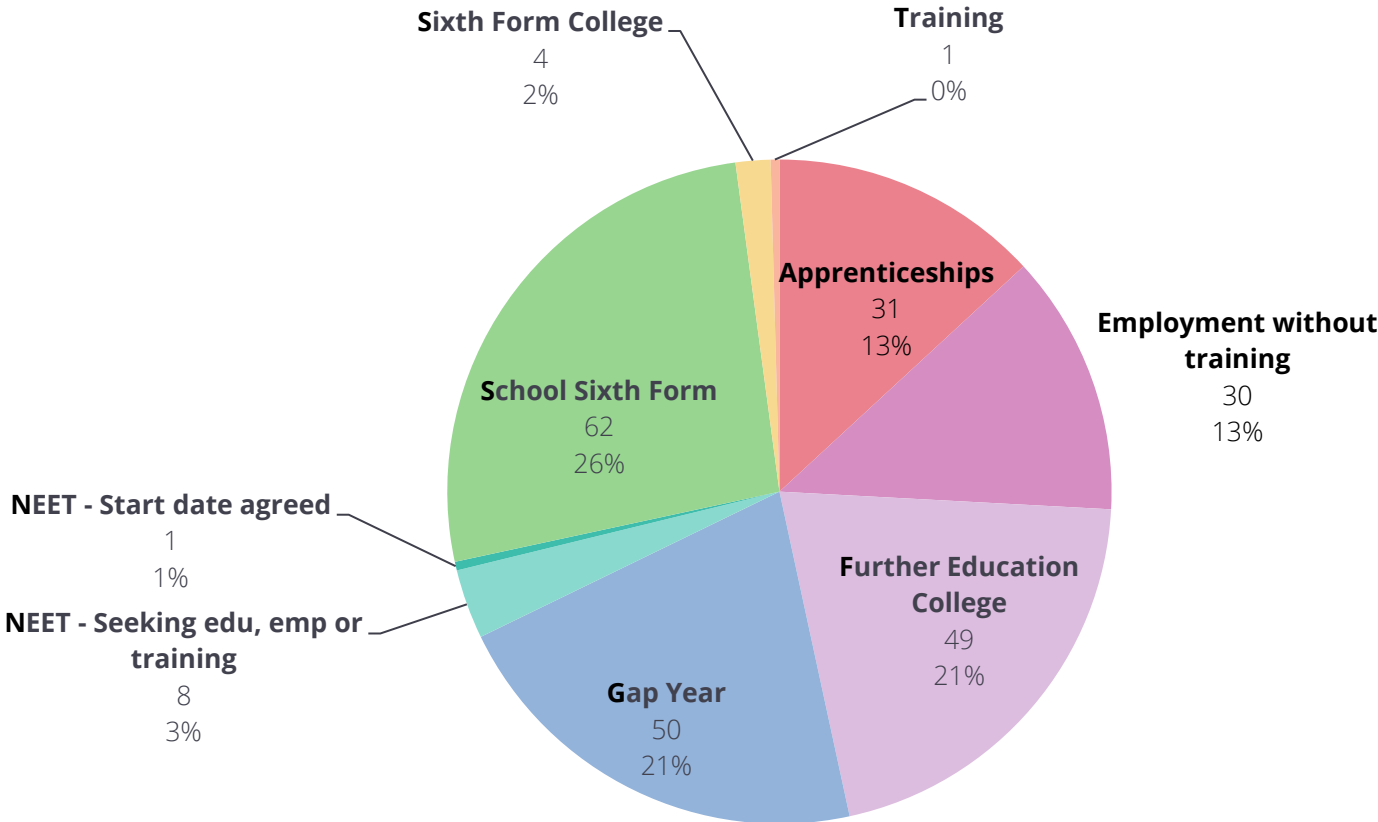
While 96% of these appear to have gone into another destination, around 4% appear not to have done, which is also concerning as the inference is that at least some of these learners were not on A level programmes that were right for them, and points to a need for more targeted IAG in Year 11 and earlier.

While the majority of our learners leave Year 13 to go into HE, there is a relatively large cohort that does not.

We know that employers welcome young people who have achieved their Level 3 qualifications in Year 13 and who can be developed in the workplace reasonably quickly. Currently 2.3% of our 16-18 learners are in apprenticeships – 138 out of a total cohort of 5,910. The Government has increased investment in funding more apprenticeships. There are now a range of higher and degree level apprenticeships with blue chip companies, so it is an optimum time for young people to embark on a meaningful career route that leads to high level qualifications and progression opportunities. We plan to target these two groups to promote the apprenticeship route to them.

Data received from schools in September 2015 shows the following levels of young people in each category.

Figure 8: Year 13 Not going to university cohort in Kingston and Richmond by current destination, November 2015 (Cohort size: 236)



What needs to be done? Providers need to inform the 14-19 Team of young people who leave post-16 programmes early or who are at risk of doing so, so that we can act swiftly to support them or signpost them to alternative provision.

From January 2018, the Government intends to include 16-18 year old apprenticeship results in schools performance tables, providing further impetus to schools to promote apprenticeship routes to those young people not planning to pursue post-16 full time study. As more young people enter apprenticeships, presumably there will be much interest from young people and parents to see how well they provide post-16 progression.

What needs to be done? The 14-19 Partnership will monitor apprenticeship take-up as shown in DfE's participation data across the boroughs (and by school if required) and will work to promote apprenticeships accordingly with Year 10 and 11 learners. Apprenticeship opportunities will be promoted on Future Hub and through our Opportunities Pack.

Structured and meaningful work experience is one essential part of an IAG toolkit to equip young people for the workplace. Through its Key Stage 5 internship offer to schools, the EBP can develop work placements that are purposeful, offer challenge and are linked to the young person's interests, preferences and career aspirations.

Given the local IAG landscape described above, we need to ensure that the wealth of IAG information and materials is channeled to support young people's decisions. Our aim is to support our providers to fulfill their statutory duties in this regard. Providers are using UCAS Progress Search and CASCAiD online IAG packages as part of their IAG strategies. We have also signed up to London Ambitions and designated a boroughs' ambassador to raise awareness of the initiative with providers.

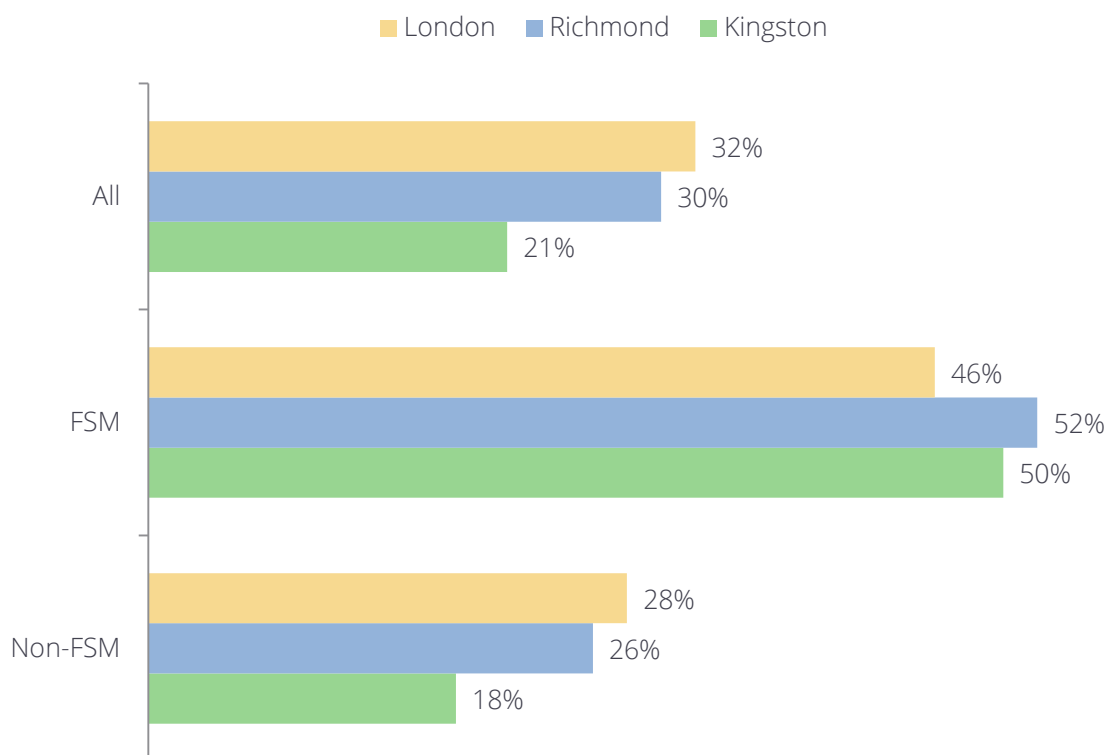
What needs to be done? Schools need to take on board some or all of the seven key principles of offering IAG set out in London Enterprise Panel's London Ambitions: Shaping a successful careers offer for all young Londoners

Since the demise of Connexions in our boroughs in 2012, the 14-19 Team has taken this role in-house, but there is limited capacity to offer face-to-face advice on a universal basis. Yet we know there are young people who need a greater level of more in-depth advice. Our strategic approach is to help providers access the relevant tools to implement IAG strategies that meet the needs of all learners and share good practice and examples of innovative projects.

2. Support for vulnerable young people (non-fl2) including care leavers

We have all signed up to the Quality Commitment: to support every young person in Kingston and Richmond to achieve a full Level 2 or full Level 3 by age 19, if appropriate. GCSE attainment is high. Both boroughs perform well in achievement at GCSEs, including English and maths, and achievement of Level 2 by aged 19 is above the London average. The follow table shows those who do not achieve a full Level 2 including English and maths by aged 19¹³.

Figure 9: Percentage of 19 year olds not qualified to Level 2 including English and maths



However, as can be seen above, both boroughs are lower than the London average in terms of achievement by those learners who are eligible for free school meals – in Richmond’s case by 6%.

We know there is a high correlation between not achieving a full Level 2 and not progressing on to higher level study. Only two of the 2013 non-FL2 (NFL2) cohort appear to have gone into higher education¹⁴. Within the non-FL2 cohort there are also young people who fall into other vulnerable groups.

¹³ Source: <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2014>

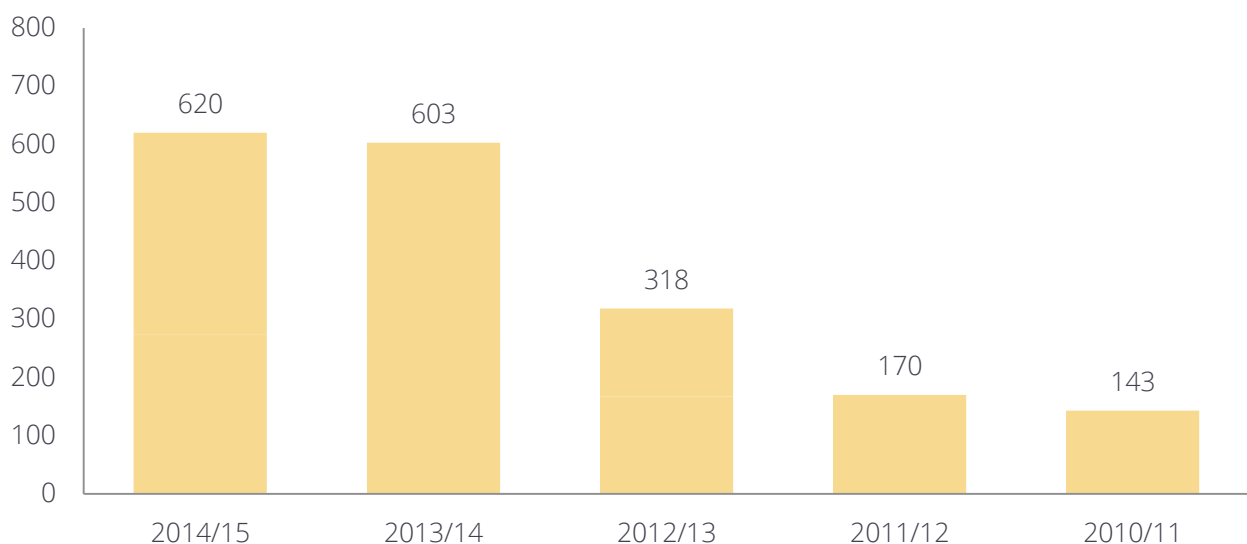
¹⁴ Based on CCIS tracking of young people in 2015

Borough	Number and percentage of NFL2 2015		Number and percentage of NFL2 (2015) on FSM		Number and percentage of NFL2 (2015) Stated learners		Number and percentage of NFL2 2014	
Richmond	347	56%	137	39%	73	21%	332	55%
Kingston	273	44%	77	28%	30	11%	271	45%
Total	620	100%	214	35%	103	17%	603	100%

Our Opportunities Pack is a useful source of information on learning provision up to and including Level 2, which schools can use with young people in Year 11. This obviously needs to be supported by targeted IAG for those vulnerable learners as above (see Challenge 1).

However, while many young people in vulnerable groups do not perform well academically, this is by no means the norm, as many of our young people who are NEET have reached the Level 3 threshold. Therefore in 2010, when we launched the Quality Commitment, we used the non-full Level 2 (non-FL2) measure as our Risk of NEET indicator. This means that we are able to offer support to all young people who, for whatever reason and irrespective of academic ability, have not reached the Level 2 threshold and may well face barriers in getting to Level 3.

Figure 10: Total number of young people who did not achieve a full level 2 by academic year



NB: 2010/11 and 2011/12 data shows only the Kingston cohort before the merge with Richmond in 2012/13.

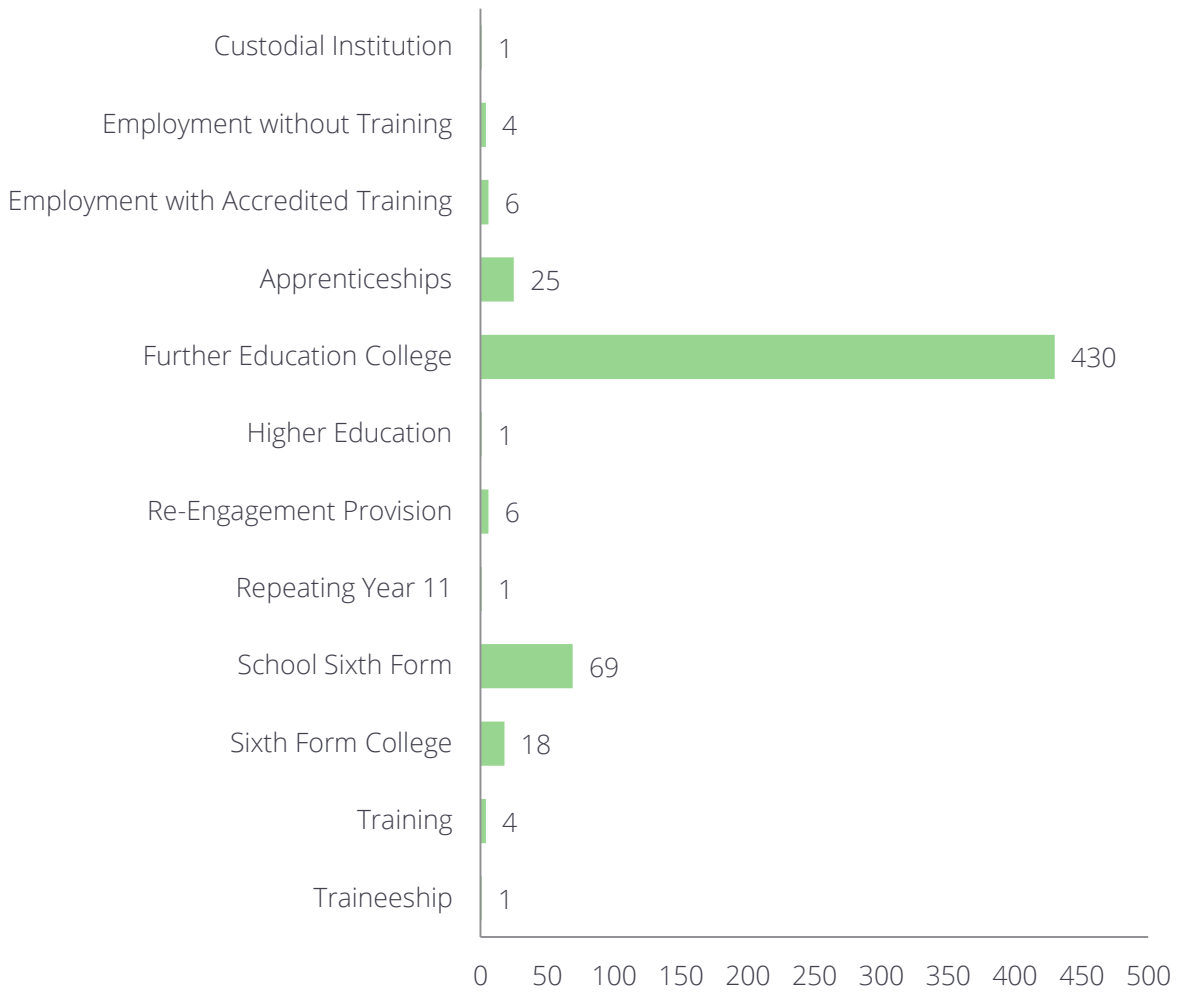
The prime purpose of collating the data on non-FL2 learners is so that we can follow up these learners and offer support. However, the data has been welcomed by schools as it supports their evidence to Ofsted on progression and enables them to focus IAG and additional learning support where it is needed, as well as being able to benchmark themselves against other schools in the boroughs in relation to learners who left and became NEET, early leavers, non-FL2 levels and September Guarantee.

What needs to be done? We need to provide a data summary on the progression of early leavers and vulnerable groups so each school can see where it is ranked in the borough, against each data set.

We will need to review the non-FL2 RoNI in light of the Government's reforms to GCSEs and A levels that will be implemented from 2017. This will need careful consideration, as the new GCSE grading system will require learners to achieve a grade 5 (equivalent to a C+/low B grade) in order to pass. In addition, to raising the threshold for Level 3 programmes, these reforms will probably have the effect of substantially increasing the number of nonFL2 learners who may find it difficult to progress.

What needs to be done? The 14-19 Partnership to determine the 'risk of NEET' indicator to be adopted under the Quality Commitment going forward from 2017 and in the light of schools' entry criteria for post-16 Level 3 programmes

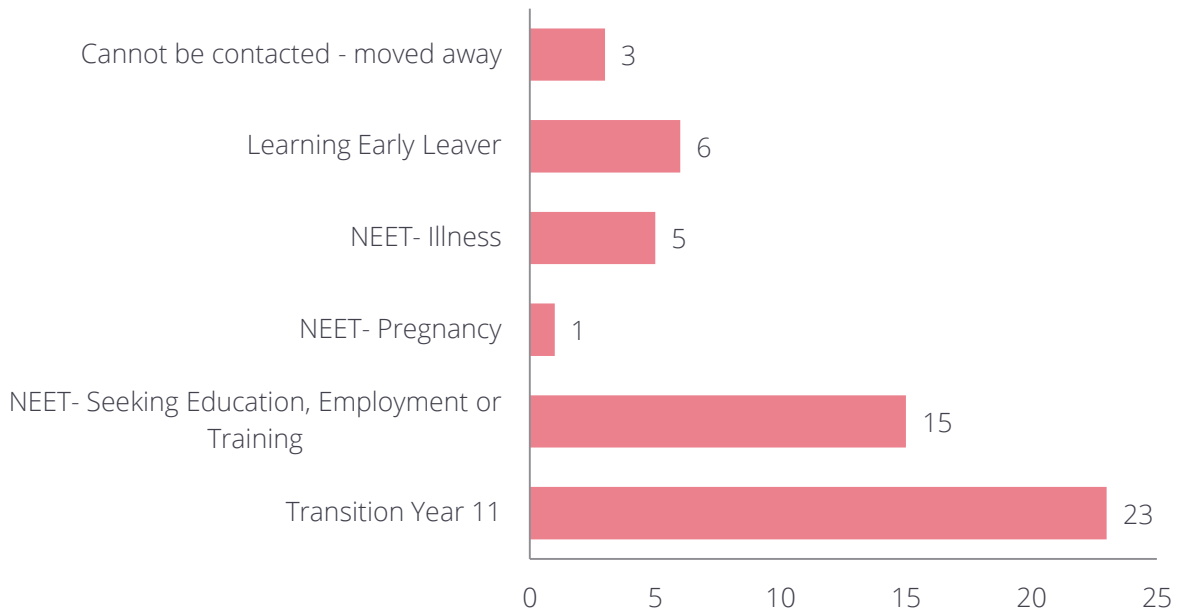
Figure 11: Non-full Level 2 cohort by EET destination, November 2015



In 2014/15, there were 620 young people from Year 11 in our schools who did not achieve their full Level 2. Over the summer we tracked them and by the autumn we found that 561 of them had gone into an EET destination (figure 11).

We continue to track and support the remaining 53 who are NEET or not known (figure 12), however from previous years we know there is a small group of these who are likely to remain NEET for two or three years. This is not acceptable and the longer they are NEET, the harder it might be for them to engage. Targeted IAG and individual support is needed, but in some cases neither schools nor AfC services have the resources to provide this.

Figure 12: Non- full Level 2 cohort by NEET/NK destination, November 2015



What needs to be done? We need to focus our tracking on the non-FL2 cohort immediately after results days in the summer.

There are some success stories.

Case studies

KK had not obtained grades to get on to BTEC Level 3 at college. He was advised of traineeship and apprenticeship options together with GCSE maths and English retake. He was referred to two local providers and given information on college vacancies for BTEC Level 2 leading to Level 3 course next September. Several colleges contacted and learner now enrolled at Lambeth College.

KD wanted to retake maths and English GCSEs and also gain experience either in photography or media work placements with view to a Level 3 college course next year. They required a small learning environment due to personal family issues so was referred to STEPs into Employment to look at options mixing employability qualifications, GCSE and possible adult enrichment activities (photography).

CD didn't get the GCSE grades required for a Level 3 course at NESOCOT in construction, and over the summer decided he was interested in motor vehicle training. Referred to MIT training in West Byfleet for pre-apprenticeship training and secured an interview for a place.

We have had proven success in delivering targeted support through externally funded programmes. Between June 2011 and July 2015, approximately 1,100 young people in Years 10 and 11 across south London who were at risk of NEET were supported through two European social funded projects: On Track and Your Future Your Choice. Project staff engaged the learners through an individualised programme of activity and mentored them for up to two terms to ensure they stayed motivated and in learning. Over 80% of the learners who were signed up, remained in learning for two terms and both projects exceeded their targets.

In addition, from August 2013 to March 2016, AfC delivered the 'Youth Contract' across Kingston and Richmond. As a result, 59 young people were supported into re-engagement provision, with 33 of these going on to sustained destinations.

Case studies

While at school, **LM** did not achieve GCSE grades that would have enabled her to do A levels, but did stay on in her Kingston school to do a BTEC vocational course. She did not progress well on this and left mid way through Year 12. She was keen to gain employment that involved caring for others after a previous successful work placement at a youth club for eight weeks. She was identified as NEET by the 14-19 Team and was signed up to the Youth Contract by the EBP, who found her a work placement at a local large day nursery. Within three weeks she was offered a full time job there and is now working towards accredited qualifications.

JH was at Kingston's Pupil Referral Unit (PRU) in Year 11 and was identified as being at risk of NEET. While she is creative and artistic and was interested in work that used these skills, she had no destination planned for September 2015 so was referred on to Your Future Your Choice, where she received one-to-one information and advice and as a result investigated the possibility of becoming a florist. Her work placement at a local florist, together with workshops on confidence building, CV writing and interview skills resulted in her securing an apprenticeship in floristry. Her mentor Sharon said: "**J** had not thought about floristry originally, but was able to explore her options and move forward to her goal, supporting by the mentoring provided within the project."

What needs to be done? We need to maximise external funding opportunities, particularly the forthcoming ESIF funding round for pre-NEET provision.

We work closely with other services within AfC, such as the Youth Offending Service, care leavers and looked after children's teams, family support teams and the Adolescent Response Team. At any one time, the number of NEET young people in these categories is relatively low as they are supported by personal advisers, but these teams often welcome the opportunity to draw on our knowledge of the options available and our 14-19 adviser's skills in supporting young people to explore those options. Our 14-19 adviser works closely with colleagues in other teams to integrate careers and employment advice into the planning process they are already undertaking with their personal advisers.

SF had left a Richmond school in summer 2015 and showed as being NEET on the Integrated Youth Support Service database. The 14-19 adviser had tried to contact her several times by phone but she had said that she wasn't interested in support to seek a positive destination. The 14-19 adviser was then contacted by her social worker from the Adolescent Response Team who suggested that a joint home visit might be a more effective way in helping **SF** to plan for her future. The 14-19 adviser discussed a range of re-engagement options that she could take up mid-year as she was too late for college enrolment. **SF** said that she would eventually like to enter the travel and tourism industry and thought that a six week coaching workshop with Spear Foundation would help her to gain into work support. The programme would offer her the opportunity to gain a customer service qualification along with Interview training and job application support. **SF** has enrolled on the Spear course and is looking forward to starting this.

Number of 16 to 18 year olds starting apprenticeships by academic year¹⁵

From September 2014 to August 2015, our data shows that 159 16 to 18 year olds in Kingston and Richmond started on an apprenticeship. Since September 2015 this figure has risen by 8% in Kingston and 1% in Richmond to 166 young people across both boroughs. We expect to see this figure to rise to 200 by August 2016. By August 2017, we hope to get over 250 young people into an apprenticeship.

Following its consultation in 2015, the Government will produce public sector targets for apprenticeships, alongside last year's amendment to its own procurement rules to require that apprenticeships are considered in all contracts over £10m and 12 months¹⁶.

Currently, there are a total of 52 16 to 18 year old apprentices across AfC and the two councils, despite a stated commitment by one council to recruit younger people into the workforce. Clearly both local authorities, and AfC working on behalf of the two local authorities, can do more to ensure there are apprenticeship opportunities available across our workforce and work with our local apprenticeship providers to promote these to young people and their parents.

Borough	2014/15	% increase over previous year	2015/16	% increase over previous year
Kingston	79	172%	85	8%
Richmond	80	220%	81	1%

RBK's Ofsted report into children's services of August 2015 said:

"Sixteen year old young people are supported well and progress to education, training or employment and to university, but not enough young people have the opportunity to take up an apprenticeship".

Simple cost-benefit analysis tells us that if a young person is working with several AfC agencies (such as a social worker, YOS, SEN), the cost of such support more than outweighs the cost of employing that young person, even given the supervision and mentoring that needs to be factored in. Another approach could be for the councils to offer internships to those young people who cannot access apprenticeships due to lack of Level 2 maths and English – giving them the opportunity to develop in the workplace alongside gaining qualifications.

What needs to be done? We need to prioritise young people in these groups for referral to externally funded re-engagement projects, or traineeships, or apprenticeship opportunities, particularly within AfC and the two councils.

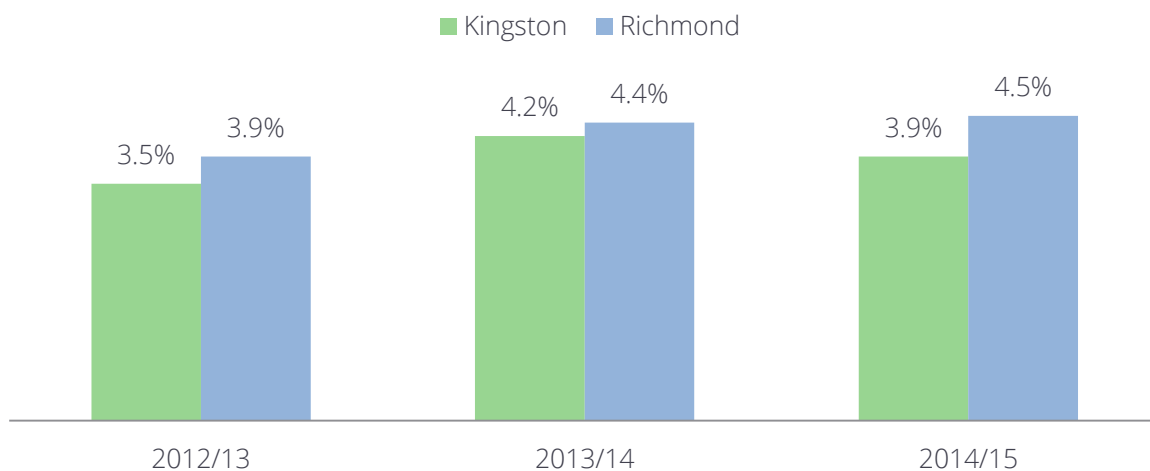
¹⁵ London CCIS, November 2015

¹⁶ as set out in English Apprenticeships: Our 2020 Vision – H M Government 2015

3. Identifying and supporting our young people who are not in education, employment or training or who are not known

Nationally, 16 to 18 year olds who are NEET have fallen 0.3 percentage points to 10.2%, a fall of 11,000 young people, the lowest July to September rate since consistent records began in 2000¹⁷. DfE attributes the reduction to a number of reforms put in place since 2010, namely raising the age of participation in education or training to 18, improving the quality of technical and professional education, minimum standards for apprenticeships and introducing degree level apprenticeships to offer in-work training with university-class qualifications, and introducing traineeships for 16 to 24 year olds.

Figure 13: NEET 3 month average by academic year



AfC's levels of young people who are NEET are relatively low, but exceed the London average of 3.4%. This concerns us, given that academic achievement levels in both boroughs are high. Our resources enable us to support young people and their families to signpost them and/or make referrals to providers. This is largely done over the phone, with some face-to-face work with vulnerable groups. However, the young people who are already working with other services have complex needs that have to be addressed before education options can be explored. Our support is often a re-iterative process, often taking several months to engage these young people in what will hopefully be a sustained destination. Young people who are NEET often need a greater level of support and mentoring than can be provided through existing services. We are keen to explore externally funded options to increase resources to tackle this, particularly providing specialist support to young people who need it, such as those with mental health issues.

What needs to be done? We need to develop partnerships with external providers who win bids for NEET work and influence them, either as AfC or the southern cluster, to deploy funding to meet the needs of specific groups identified by boroughs as priorities

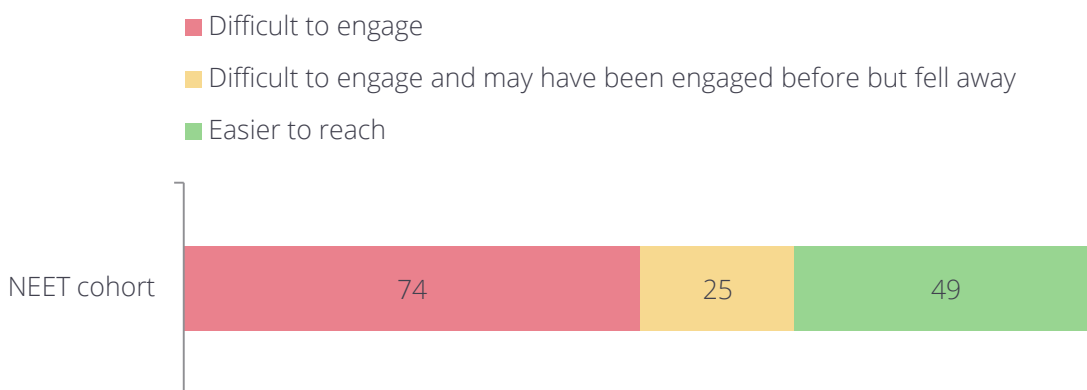
¹⁷ DfE November 2015: <https://www.gov.uk/government/news/neet-figures-continue-to-beat-records-as-more-young-people-enter-education=employment-and-training>

Obviously, our NEET young people are not a homogenous group. Most of them are seeking education or employment, but a significant minority is not able to participate due to illness, are teenage parents or face other barriers to participation. The majority of the NEET group within the 16 to 18 cohort (157) across both boroughs, are aged 18¹⁸ (42%), compared with 31% aged 17, 19% aged 16 and 7% aged 19. The majority of our NEET young people are NEET for less than six months¹⁹, 98 across both boroughs, compared with 36 who were NEET for between six months to a year and 23 who were NEET for more than a year. However, there will be some lapsed NEET within this group that we have been unable to contact due to their having moved away.

A current analysis of our NEET group has shown a cohort of young people:

- who will be very difficult to engage, for example through illness, teenage parent, other issues that need to be tackled first.
- who are difficult to engage (and may have been engaged before but fell away)
- who may be easier to reach

Figure 14: Total number of NEET being supported by engagement difficulty, November 2015



We are targeting our support as appropriate according to these categories.

What needs to be done? We need to continue targeted tracking, door knocking, mailshots, social media, whilst also exploring other innovative ways to track young people, adopting proven models from other local authorities where appropriate, using a matrix of multiple factors to channel resources towards the NEET group.

¹⁸ Analysis carried out in October 2015 from CCIS data, from the 16-18 NEET report, so includes some young people who have turned 19 in this academic year

¹⁹ Analysis carried out in October 2015 from CCIS data

The majority of NEET in the boroughs are white British or from other white backgrounds as can be seen from the tables below.

Current NEET by ethnicity²⁰

Kingston	Number
White British	96
Information not obtained	12
Other White Background	6
White and Black Caribbean	5
Other Asian background	4
Other	3
White and Black African	3
Other Black Background	3
Pakistani	2
Indian	2
Other mixed background	2
Chinese	1
White Irish	1
White European	1
Bangladeshi	1
Gypsy / Roma	1
Total	143

Richmond	Number
White British	84
Other White Background	10
Information not obtained	9
Other mixed background	4
White and Black Caribbean	2
Not Known	2
Black Caribbean	1
Other	1
Indian	1
Other Asian background	1
White and Asian	1
Black African	1
Pakistani	1
Nigerian	1
White and Black African	1
Black British	1
Total	121

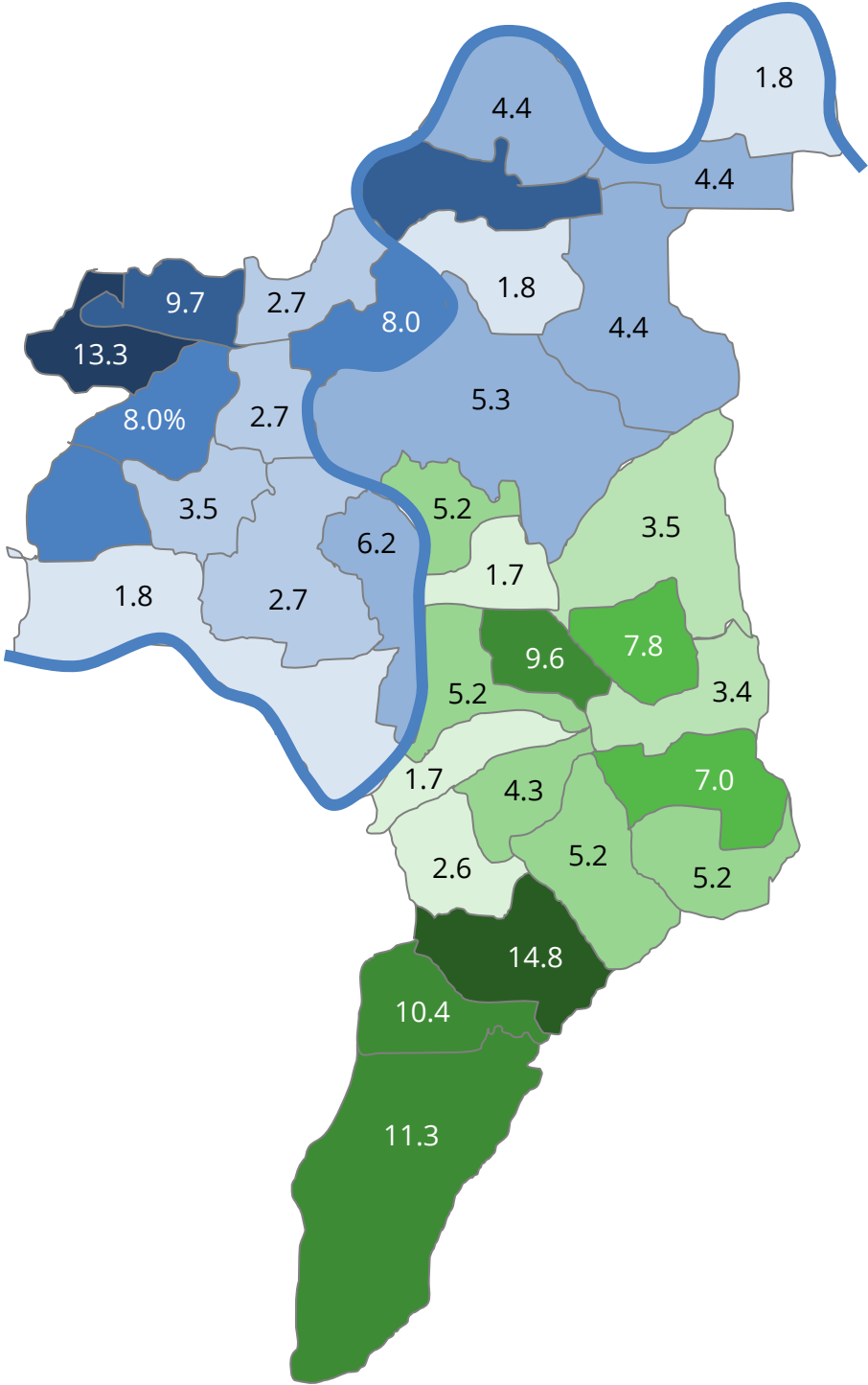
We also know that there are clusters of young people who are NEET in certain areas of our boroughs, usually those areas of high deprivation. The areas below show where there is a higher concentration of NEETs in the borough (the darker the colour, the higher the percentage of NEETs)

Sometimes only outreach work is effective in engaging young people who are NEET in some of these localities. Previous attempts²¹ proved that a multi-agency approach is needed and for external providers to work closely with other AfC services, the police, voluntary sector and residents' associations, as appropriate. Working with two different voluntary sector partners under this project, showed that a clear framework for action is needed before outreach work starts. Otherwise, providers are reliant on AfC to provide referrals of known NEETs, however this approach does not reach those dis-engaged young people who have never had any intervention with us in the past.

²⁰ Information taken from the CCIS database March 2016

²¹ Through the *Get Young People Working* project funded through the City Bridge Trust 2013-2015

Percentage of total NEET in Kingston and Richmond²²

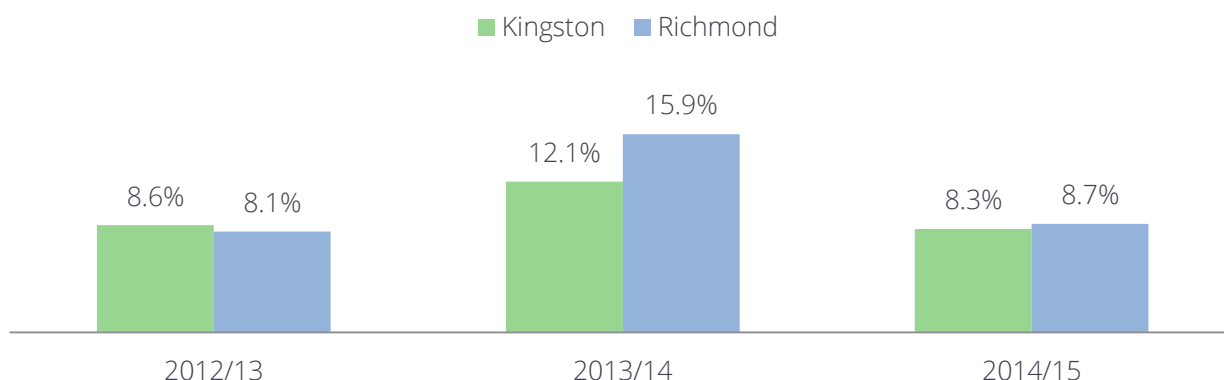


²² Royal Borough of Kingston and London Borough of Richmond NEET and Not Known Analysis December 2015

We are already working with local area teams²³ within AfC to identify whether front line professionals are already working with our young people who are NEET. We also have access to databases held in other services to ensure cross referral of learners where appropriate. More work is needed to ensure greater transparency and for support to be given as quickly as possible.

What needs to be done? We need to develop relationships with the voluntary sector and maximise opportunities to procure external funding for outreach work with the Youth Service and local area teams in NEET hotspot areas.

Figure 15: Not Known three month average by academic year



Great strides have been made in identifying our not known²⁴ young people, through our good working relationships with schools in data sharing on admissions and destinations, as well as targeted tracking and implementing an annual door-to-door survey to establish destinations (door knocking). Our 'not known' levels for 2014/15 were 8.3% in Kingston and 8.7% in Richmond. The majority of these had been extensively tracked and/or door knocked and there were many that had moved away. However, because we do not have full addresses of their new location, they remain in our not known group until the academic year in which they turn 20. We are envisaging the same recording issue will arise this autumn, so our not known published data do not reflect the true cohort of young people in the borough that do not have a destination.

What needs to be done? We need to continue dialogue with the DfE regarding CCIS recording of those young people that have moved away.

In autumn 2014, 1,232 door knocking visits were made and of the destinations confirmed, 68 young people were NEET. While door knocking improved our not known data immensely, the real success of the survey was in identifying young people who were not known to us and were NEET and being able to support them.

²³ Multi agency teams based on the 10 local areas that make up Kingston and Richmond –**These comprise:** 1. Kew, Barnes, Mortlake & Barnes Common, East Sheen 2. North Richmond, South Richmond, Ham, Petersham & Richmond Riverside 3. Heathfield, Whitton and West Twickenham 4. St Margaret's & North Twickenham, Twickenham Riverside, South Twickenham, Teddington 5. Hampton North, Fulwell & Hampton Hill, Hampton, Hampton Wick 6. Maldens and Coombe 7. North Kingston and Kingston Town 8. South of the Borough 9. Surbiton and Tolworth 10. No postcode

²⁴ Those young people aged 16 to 19 who are on our database as our residents but whose destination is not known to us as we have been unable to establish what they are doing.

A current breakdown of the Not Knowns in the borough once again shows a majority of them to be white British with those from other Asian backgrounds to be higher than other minority groups.

Current Not Known by ethnicity²⁵

Kingston	Number
White British	56
Information not obtained	38
Other Asian background	15
Other White Background	12
Pakistani	6
Chinese	6
Black African	4
Other	4
White and Black Caribbean	3
Korean	3
White and Asian	2
Indian	2
Tamil - Sri Lankan	1
Other mixed background	1
Other Black Background	1
White European	1
Gypsy / Roma	1
Black Caribbean	1
Iraqi	1
White and Black African	1
Total	159

Richmond	Number
White British	87
Information not obtained	44
Other White Background	28
Other Asian background	7
White and Asian	5
Other	5
Other mixed background	4
White and Black Caribbean	3
Black African	3
Black Caribbean	2
Other Black Background	2
White Irish	2
Refused to Say	1
White and Black African	1
Indian	1
Chinese	1
Pakistani	1
Bangladeshi	1
White Western European	1
White European	1
Total	200

²⁵ Information taken from the CCIS database March 2016

4. Mix and balance of provision, especially to support the re-engagement of young people

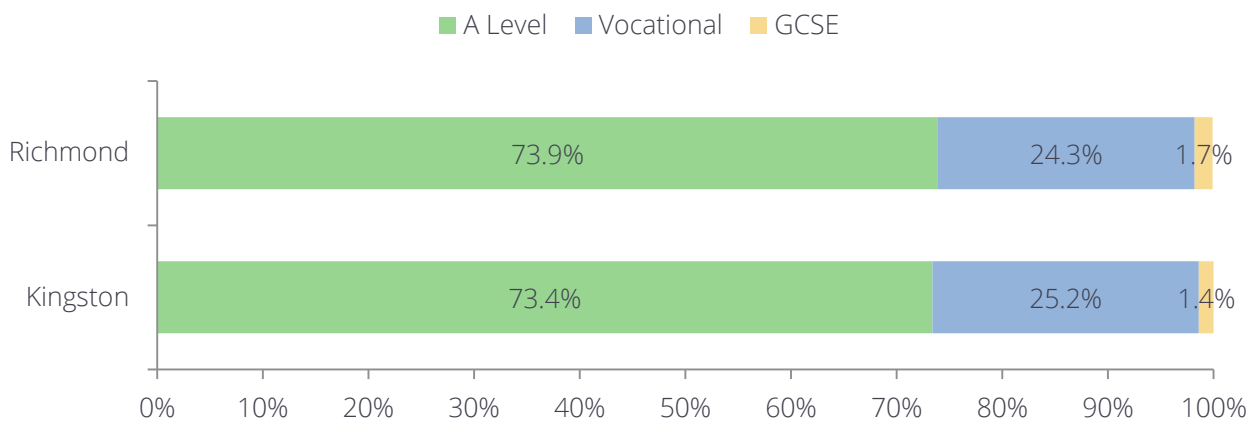
Current mix and balance of post-16 learning provision

Across the two boroughs, there are 18 maintained schools (10 in Kingston and eight in Richmond) together with five special schools (three and two respectively), the majority of which have post-16 provision, the majority of which is A level provision, with some Level 3 BTEC provision. GCSE provision for post-16 learners is mainly aimed at English and maths resits, although Kingston College and Richmond upon Thames College offer a range of GCSEs in Year 12. Apart from this, there is little Level 2 vocational provision in school sixth forms and little vocational provision at Key Stage 4 for those young people who are not succeeding or who are disengaged from school. These learners will almost certainly not be able to access sixth form provision (as we know from our non-FL2 levels).

What needs to be done? We need to work together to develop part time vocational provision through further education colleges, a 14 to 16 vocational pathway that can act as a fast track into apprenticeships or other vocational options such as traineeships or supported internships.

There is also a pupil referral unit (in Kingston). The Kingston Academy, an 11 to 18 free school founded through a partnership between AfC, Kingston College and Kingston University, opened in September 2015. (See Appendix A for full listing).

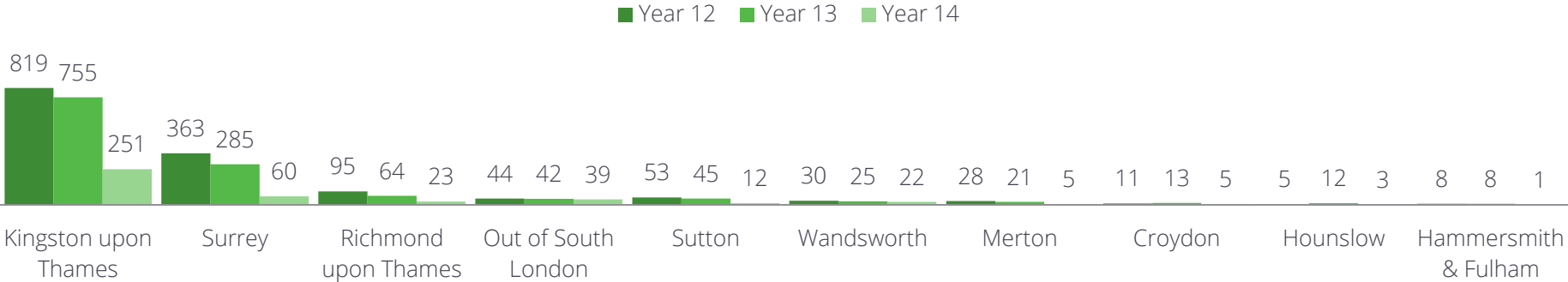
Figure 16: Percentage of learners by residency aged 16 to 18 on A levels, GCSE and vocational qualifications



In addition, Kingston and Richmond further education colleges between them support approximately 5,500 16 to 18 learners, with 21% and 25% of these being local residents respectively²⁶. There are also four traineeship and apprenticeship providers, of which, two are part of the respective local authorities and offer re-engagement provision to learners who are not ready to embark upon full time programmes. Eleven of Kingston's 13 maintained schools offer a sixth form (including two special schools). Perhaps as a result of this, 57% of Kingston residents (16 to 19) remain in Kingston for post-16 learning.

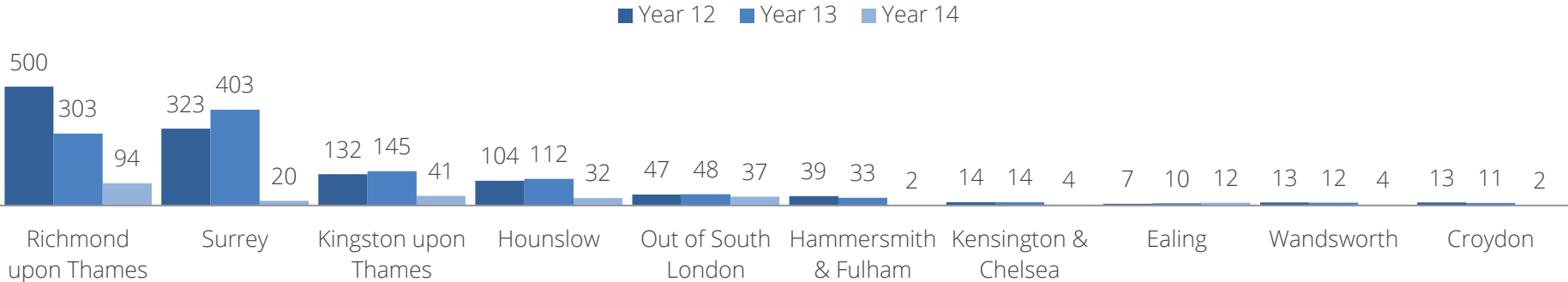
²⁶ RBK South London CCIS Service June 2015

Figure 17: Top 10 travel to study analysis of Kingston residents academically aged 16 to 18 based upon their academic learning activity June 2015



In Richmond, however, schools did not offer sixth forms until 2013/14, when two of the academies opened sixth forms, with six others following in 2014/15. Traditionally, post-16 learners travelled out of borough, mainly into Surrey (28.4%).

Figure 18: Top 10 travel to study analysis of Richmond residents academically aged 16 to 18 based upon their academic learning activity June 2015



When we talk about re-engagement provision, we mean appropriate learning pathways for everyone, whether or not they have GCSEs or A levels.

For the majority of learners who progress on to Level 3 programmes, there is a wide range of learning provision available in our boroughs, as well as in neighbouring boroughs and Surrey. However, some young people are not ready to embark upon Level 3 programmes or have not met the Level 2 threshold and often need programmes that will develop soft skills such as teambuilding and problem solving, as well as building self-esteem, etc. Since the demise of government funded foundation learning programmes, there is a gap. Kingston's 'Steps to Employment' programme is over-subscribed and other projects, such as Richmond's Positive4U, was a time-bound, externally funded programme. Learners are being referred out of borough to surrounding areas for similar programmes, but this is not ideal as many young people will not travel.

What needs to be done? We need to work together to support the development of more re-engagement programmes either in boroughs or within easy reach for our residents and, where appropriate, to feed back to the Education Funding Agency that re-engagement provision should be funded even if such programmes do not include accredited learning.

Other learners may be better suited to Level 2 vocational programmes post-16 and indeed many do embark upon these. However, options narrow for those learners who are NEET in September, as few providers offer January starts on programmes that are not 'roll on, roll off'. While we recognise it may be difficult for colleges to plan midyear starts, we know there would be a reasonable number of recruits for these places (see figure 8).

A shortage of in-year college starts can be an issue for Level 3 learners who make the wrong choices in September and drop out of learning. Our data tells us that 27 learners have left learning early since September 2015. Often these learners find their own way to another positive destination, but some need our support, and Level 2 programmes are not appropriate for them.

Case studies

JD started his A levels, but his attendance levels fell off and he was not progressing well. He met with the 14-19 Team, who referred him to a learning provider to do a traineeship. He completed this and was employed by the learning provider in a business administration role. He has now secured a place in further education to do BTEC in travel and tourism in September.

DS completed most of Year 12 this year, but decided that A levels were not for him. His school contacted the 14-19 Team and we signposted him to vacancies and made applications for an apprenticeship in sport. Support with him is still ongoing.

In Challenge 1, we set out intention to support more young people into apprenticeships, especially as the Government is investing heavily in apprenticeships at all levels. The Department for Business Innovation and Skills (BIS) estimates a benefit to the economy of £28 for each pound of Government investment for Level 3, and £26 for each pound for Level 2 apprenticeships.

With just under £7 billion being invested in apprenticeships during the last parliament, this means that the benefit to the economy based on the lower BIS figure of £26 was around £182 billion. This investment is part of the Government's overall strategy to professionalise apprenticeships for young people²⁷ and to put employers firmly in the driving seat in developing standards and expected outcomes for apprenticeships across all sectors.

Challenge 1 also outlined the need for IAG to open young people's awareness to the apprenticeship option, but this is only part of the story. Currently, a range of apprenticeship providers, including our further education colleges, operate in our boroughs, offering apprenticeships in a range of sectors and at intermediate and advanced levels mainly focusing on business administration, customer service, ICT, retail and childcare.

In addition, our thriving Education Business Partnership has links to a wide range of large and small employers across Kingston and Richmond. It works in partnership with local businesses, schools, training providers and other work-related learning and community partners to deliver and support apprenticeship opportunities to 16 to 19 year olds in both boroughs. Schools are able to select services to fill gaps in IAG provision from a comprehensive list of activities that can be developed and delivered by the EBP in partnership with local employers. These include mock interviews, CV development workshops, enterprise challenges, workplace visits and networking events.

Our Future Hub (www.afc-futurehub.org.uk) website continues to be a hub for providers to list live local apprenticeship vacancies and for young people to sign up to the site for future updates.

What needs to be done? We need to step up our campaign (14-19 and providers through our RPA group) to promote apprenticeships as a career route to young people, and to persuade parents that this is a meaningful alternative to A levels or higher education. This applies whether young people do not want to pursue an academic route post-16 or to those with good qualifications who do not intend to go to university.

The Government's forthcoming area-based reviews into post-16 education herald potentially significant changes for providers, especially further education colleges. We hope that more federated working and more niche provision in areas requiring more and/or higher level skills, will not mean that there is no capacity for employability programmes as lower levels. As a partnership, we are keen to work with government to influence future post-16 provision for our area.

What needs to be done? We need a strong partnership approach to input in an area-based review focused on Kingston and Richmond to ensure our providers can be funded to deliver the learning that leads to skills that will benefit the local and London economy, as well as progress our learners at all levels.

²⁷ as set out in English Apprenticeships: Our 2020 Vision – H M Government 2015

5. Increasing local provision and opening up employability for young people with special educational needs or disabilities

Following the Children and Families Act 2014, we have developed our Local Offer for young people with special educational needs or disabilities (SEND) aged 16 to 24. We are well advanced in transferring learning difficulty assessments into education, health and care plans (EHCPs) and in progressing EHCPs for those learners who need additional support to progress at college. However, the learning landscape for SEND learners is changing rapidly as more young people want to work and develop their lives within their local communities. The number of young people with certain disabilities coming through our schools is increasing and we need to refocus provision so that providers can offer programmes that equip young people for working life.²⁸

Kingston and Richmond are both experiencing considerable population growth and while the percentage of young people with high needs remains fairly constant at around 3%, the SEND numbers are increasing. As medical procedures improve, high needs learners are presenting with more complex needs. In particular, the chart below shows that there are more young people with autism and behavioural issues coming through the school system²⁹.

²⁸ As appropriate, as it is recognised that some young people will not be able to take up employment and whose needs are better met within residential placements

²⁹ See key to lead disabilities at Annex C

Figure 19: Numbers of 2014/15 Kingston learners in Years 9 to 11 with SEND breakdown by lead disability

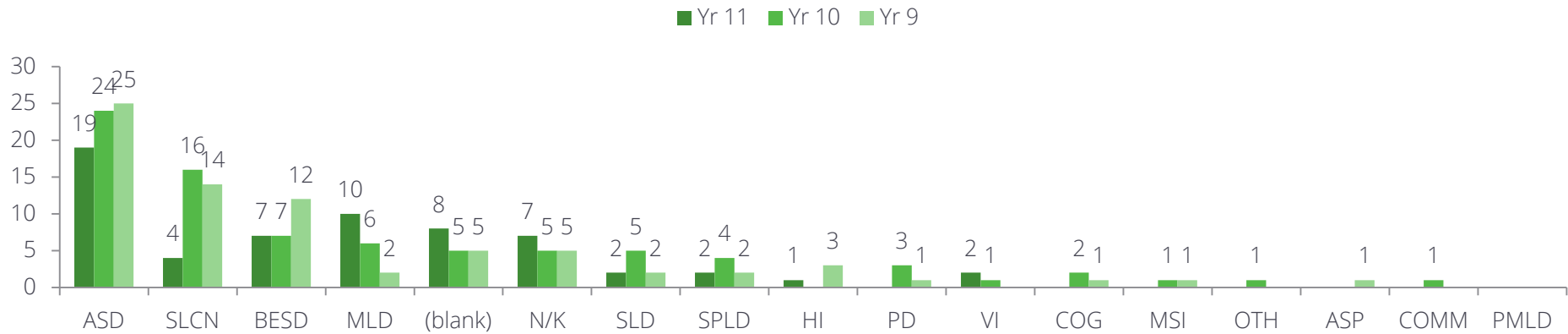


Figure 20: Number of 2014/15 Richmond learners in Years 9 to 11 with SEND breakdown by lead disability

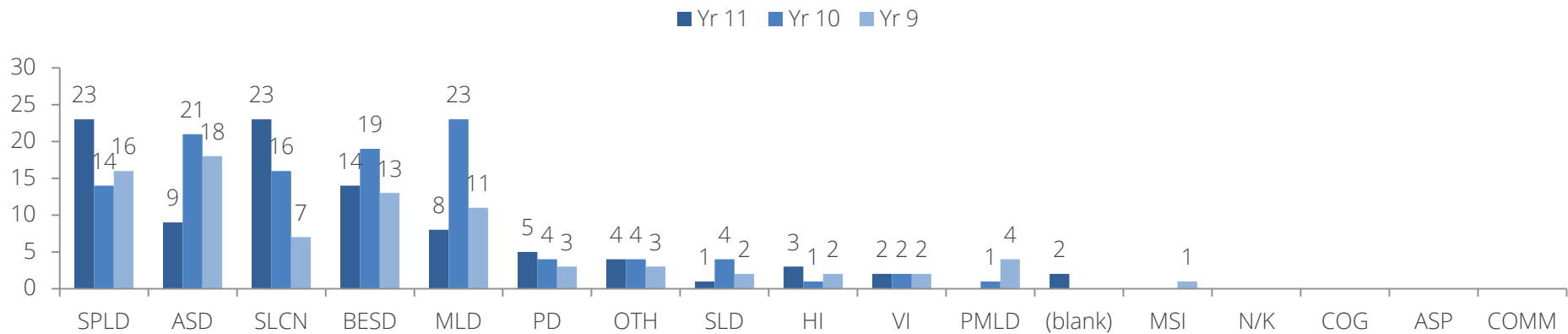
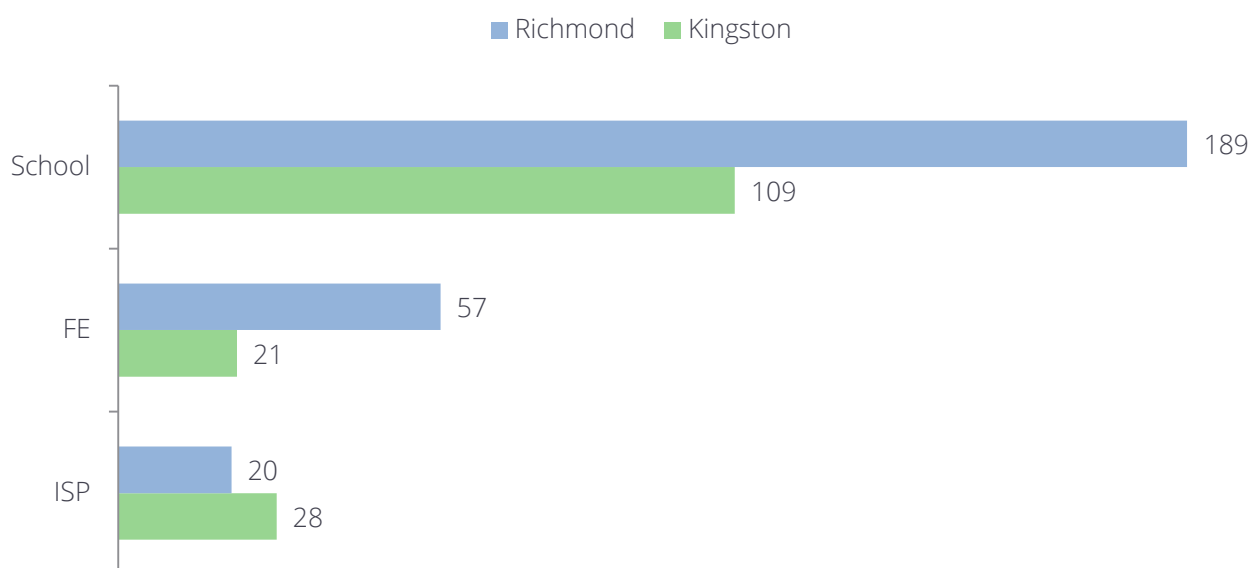


Figure 21: Number of learners in further education, independent specialist providers and school institutions 2015/16



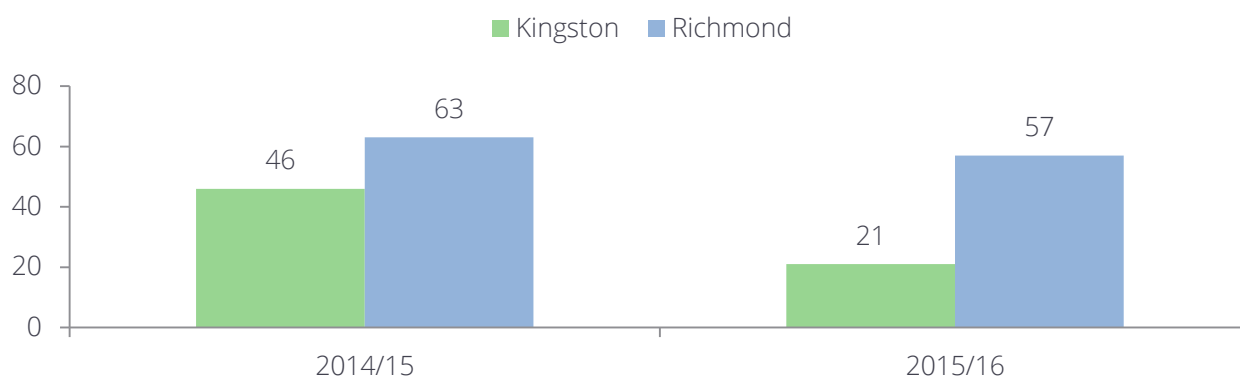
The number of learners going into further education in 2014/15 increased dramatically over that of 2013/14: 28 more in Richmond and 22 more in Kingston. This may have been due to increased marketing of provision through the Local Offer and the 14-19 Team's commissioning principles. The reduction this year is harder to understand and may just be that the cohort has a different profile, with many learners needing additional learning support, but fewer falling into high needs. We do not expect numbers to increase in future years as we are confident there will be more provision in place that will be purposeful in equipping young people with SEND to enter employment, a strategy that is supported by parents across both boroughs³⁰.

Across Kingston and Richmond, approximately 48 learners were in placements with independent specialist providers (ISPs), often requiring a higher level of support and 24 hour care that cannot be provided locally within further education. Of these, 22 are in day provision at Orchard Hill College based in Kingston, receiving a package of wrap around support with social care, while developing their adult lives in their local community. Year-on-year, ISP placements have remained fairly static, with 27 learners in 2014/15 and 28 this year in Kingston and 14 in Richmond in 2014/15, but 20 this year.

In our opinion post-16 out of borough residential placements should only be agreed for those learners whose needs cannot be met locally. Such placements are expensive and do not always help the young person integrate into society in the long run. For every young person that receives a £50,000 placement, there are five that are denied a £10,000 one.

³⁰ Borne out by research undertaken with families during AFC's SEND Review in 2014.

Figure 22: Number of SEND learners in further education by academic year



Local provision is available and there are exciting developments that we hope to see in place in 2016/17. We are keen to adopt a model of specialist provision on a school site; offering a bespoke educational provision for young people aged 16 to 18 on a shared site with a mainstream school sixth form. This would be particularly beneficial for young people with BESD who can achieve well academically, but who need additional support to overcome their issues, in a nurturing environment.

What needs to be done? We need to assess the feasibility and viability of developing post-16 provision along the lines of the post-16 entry programme at Cheam High School in Sutton (Cheam PEP), hosted within a school and offering bespoke provision for young people with SEND.

Four out of the five special schools across the two boroughs offer post-16 provision. Both Kingston and Richmond colleges offer programmes with supported learning that, between them, have attracted a total of around 55 Kingston and Richmond learners, from special and mainstream schools. These attract local authority 'top-up' funding for their programmes (high needs learners). The learners generally move into mainstream learning at college or to further learning elsewhere, with a few moving into employment. However, increased government focus on apprenticeships and traineeships has opened up opportunities for many young people. This supports our local impetus to help a greater proportion of young people moving into traineeships or apprenticeships if they are capable, or moving into employment when they leave college.

The Skills Funding Agency provides additional learning support for high needs learners to achieve qualifications as part of apprenticeships and we are working with our providers to encourage take-up where appropriate. Our SEND opportunities coordinator, working within the EBP, has a remit to work with a cohort of young people who are able and ready to take up a traineeship or apprenticeship, and then work with employers to support them into this route.

As a result of this shift in thinking, we are working with Kingston College to develop supported internships in September 2016 and hope that Richmond upon Thames College will continue and develop its Project Search provision next year. We are also exploring with Richmond upon Thames College the possibility of specialist ASD and BESD provision to support learners while on mainstream programmes.

We are keen to work with families to explore employment options for those young people with high needs who are capable of, and are willing to work, who currently access out-of-borough placements or further education programmes. Provision can be put in place, but directing parental understanding to stimulate demand to fill places is a crucial step to its success.

What needs to be done? We need to work with the SEND Family Voice and other local family and resident groups to research the need for new provision and involve them in the development and promotion of the new provision more widely, prior to the new academic year 2016/17.

Case study

TW attended a special school in Richmond. He had some emotional and social issues. In 2014, he was signed up to the Youth Contract, which resulted in a work placement in a nursery through one of our learning providers. This did not work out for T, who then started doing some casual work for his father, a builder. He was referred to the EBP in autumn 2015, who found him work experience with a local building company and he is now employed with them as an apprentice.

It has also become clear just what a pivotal role special educational needs coordinators (SENCOs) play in terms of recommending post-16 destinations, including independent specialist residential placements that are in the main funded through the Direct Schools' Grant. There is a need to work with SENCOs to raise their awareness of the Local Offer so they are better able to recommend local alternatives to pupils and their families.

What needs to be done? We need to develop closer links between the 14-19 Team, Preparing for Adulthood Team, SENCOs and appropriate links in our special schools to raise awareness of the range of post-16 opportunities available.

What success will look like

In the previous pages we have set out the current landscape in relation to post-16 participation in Kingston and Richmond. We have highlighted some of the actions that could be taken to improve participation through engaging young people and strengthening our partnerships. In order to measure how well we have done this, working together, we have set our targets below. These targets are not all to be led by the 14-19 Team or the EBP, some are for schools, colleges and learning providers to take on board. And some are for all of us to work towards, together.

By September 2017 (unless otherwise stated) we will have achieved the following goals.

1. Delivery of high quality information, advice and guidance that will help young people to move into positive post-16 destinations

- An increase in the percentage of young people who are participating in a positive destination by DfE RPA criteria, from 90.5% in Kingston and 91.3% in Richmond, to 93.1%³¹ (London average) in both boroughs.
- The percentage of learners who achieve a full Level 2 by age 19 will increase from 91% in Kingston and 87% in Richmond to 94% and 90% respectively (88% = London average) and the percentage of learners who achieve a full Level 3 by age 19 will increase from 71% and 64% to 75% in Kingston and 68% in Richmond (64% = London average in both boroughs).
- By August 2016, 200 Kingston and Richmond residents aged 16 to 18 will have started an apprenticeship, an increase of 34 (20%) over current levels across both boroughs.
- By August 2017, we expect to see that 250 Kingston and Richmond residents aged 16 to 18 have started an apprenticeship, an increase of 50 (25%) over 2015/16.
- The percentage of young people with an offer of a place in learning in September 2016 (under the September Guarantee) will rise to 99% from 98.7% and 98.3% in Kingston and Richmond for Year 11, to 93% from 91.9% and 91.8% for Year 12.

2. Support for vulnerable young people (non-FL2) including care leavers

- To have reduced the number of non-FL2s leaving our schools in summer 2016 from the 2015 baseline of 620, by 5% (to 589) in 2015/16 and a further 10% (to 558) in 2017.
- To have reduced the gap in the attainment of five GCSEs including English and maths, between learners on FSM and those who are not, in Kingston from 31% in 2014 to 29% in 2016 and 27% in 2017, and in Richmond from 26% in 2014 to 24% in 2016 and 22% in 2017.
- For all providers to have submitted 'leaving learning early' returns to the 14-19 Team on a monthly basis, even if nil returns are shown.³²

³¹ The 2015 London average (June 2015 DfE published data)

- To have ensured that all young people in Year 12 who are at risk of NEET midyear, or who leave learning early at the end of Year 12, are supported into an alternative destinations as appropriate.
- To seek external funding, through ESIF and other interventions, for pre- NEET young people, or to have benefited from this additional resource through successful partnership with external contractors bringing resource into the borough.
- To put in place four 14-16 vocational pathways, as a partnership initiative between further education colleges and schools, to offer an alternative pathway for young people who are disengaged or not succeeding academically on the GCSE route in Key Stage 4.

3. Identifying and supporting young people who are not in education, employment or training or who are not known

- To reduce our average NEET percentage from 3.9% in Kingston and 4.5% in Richmond in 2015 to 3.7% and 3.9% in 2016.
- To ensure our average 'not known' percentage remains at current 2015 levels of 8.3% in Kingston and 8.7% in Richmond, based on three month average 2014.
- To have supplied information, advice and guidance and intensively supported 125 young people from NEET to EET destinations by November 2016.

4. Mix and balance of provision, especially to support the re-engagement of young people

- Of the number of learners who leave our schools after Year 11 as non-FL2, to have increased the percentage who enter positive destinations from 90.6% across both boroughs, to 95%³³ by November 2016.
- By March 2017, to have filled the gap for re-engagement provision below Level 2 through our learning providers, funded either through EFA study programmes or externally funded projects or initiatives, and to have referred a minimum of 50 young people with 35 achieving sustained destinations.

5. Increasing local provision and opening up employability for young people with special educational needs or disabilities

- By November 2016, to have supported 20 young people with SEND, or with low skills who experience barriers to employment, apprenticeships or traineeships
- By summer 2017, we will have supported 60 learners with high needs³⁴ onto local learning programmes that develop employability skills in line with the outcomes set out in their education, health and care plans.

³² Through the London Councils' secure portal: <https://rpa.londoncouncils.gov.uk/>

³³ Taking into account that there will be a small %age of Not Known learners within this cohort that may be impossible to track once they have left

Appendices

Appendix A

List of learning providers that are members of AfC's 14-19 Partnership

Kingston

Bedelsford School
Chessington Community College
Coombe Boys' School
Coombe Girls' School
Dysart School
The Hollyfield School
The Holy Cross School
Richard Challoner School
Southborough High School
St Philip's School
Tolworth Girls' School and Sixth Form
Tiffin School
Tiffin Girls' School
Kingston College
Smart Training
Kingston Adult Education
Orchard Hill College

Richmond

Clarendon School
Grey Court School
Hampton Academy
Orleans Park School
Richmond Park Academy
Teddington School
Twickenham Academy
Waldegrave School
Richmond upon Thames College
Hawk Training
Way to Work

Out of borough

NESCOT

³⁴ That we currently support through the high needs block into ISPs or FE

AfC Business Plan

Programme 6: Support young people in their transition to adulthood and employment

Providing sufficient opportunities for young people aged 16 to 18 to participate in education, employment or training is a national priority.

Recent legislation requires young people to continue in education or training until the end of the academic year in which they turn 17 and, from 2015, until their 18th birthday. At the same time, youth unemployment also continues to grow nationally. As a result, it is essential that we focus on addressing the number of young people who are not in education, employment or training (NEET). In Kingston and Richmond, the percentage of young people who are NEET remains low (4.4%) when compared nationally or regionally, but is still above locally set targets.

The percentage of young people whose participation status is not known also remains higher than national averages in both boroughs (14%).

There is particular concern about hard to reach young people who are NEET, and specifically the need to improve the pathways available to young people with special educational needs and learning difficulties.

Projects

- Roll out a programme of preventative work for those at risk of becoming NEET, including supporting schools to provide careers support to 16 to 19 years old with a focus on vocational opportunities.
- Ensure there is sufficient apprenticeship and training provision in place for young people wishing to follow this pathway when the participation age is raised to 18 in 2015.
- Establish an evidence-based programme to provide care leavers with the skills required for successful independent living and employment.
- Agree specific education, employment and training pathways into adulthood for young people with special educational needs and learning difficulties by March 2016.

Key to lead disabilities

MPN	Disability
ASD	Autism spectrum disorder
BESD	Behavioural, emotional and social difficulties
GLD	Global learning difficulty
HI	Hearing impairment
MLD	Moderate learning difficulties
OTH	Other difficulty or disability
OTHM	Epilepsy, asthma, anaemia, diabetes
PD	Physical disability
PMLD	Profound and multiple learning difficulties
S&L	Speech and language
SCOM	Speech and communication
SLCN	Speech, language and communication difficulties
SLD	Severe learning difficulties
SpLD	Specific learning difficulties
VI	Visual impairment

