



SCRUTINY BOARD (CHILDREN AND FAMILIES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Thursday, 9th February, 2012 at 9.45 am

(A pre-meeting will take place for ALL Members of the Board at 9.15 a.m.)

MEMBERSHIP

Councillors

- J Chapman (Chair) - Weetwood;
- G Driver - Middleton Park;
- P Ewens - Hyde Park and Woodhouse;
- B Gettings - Morley North;
- A Khan - Burmantofts and Richmond Hill;
- A Lamb - Wetherby;
- P Latty - Guiseley and Rawdon;
- K Maqsood - Gipton and Harehills;
- A McKenna - Garforth and Swillington;
- M Rafique - Chapel Allerton;
- K Renshaw - Ardsley and Robin Hood;

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Vacancy - Church Representative (Church of England)
- Ms A Craven - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)
- Ms N Cox - Parent Governor Representative (Special)

Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Ms C Johnson - Teacher Representative
- Mrs S Hutchinson - Early Years Representative
- Ms T Kayani - Leeds Youth Work Partnership Representative
- Ms A Choudhry - Young Lives Leeds

Agenda compiled by:
Guy Close
Governance Services
Tel: 24 74356

Principal Scrutiny Advisor:
Kate Arscott
Tel: 24 74189

Produced on Recycled Paper

A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).</p>	
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p>RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p>No exempt items or information have been identified on this agenda.</p>	

3

LATE ITEMS

To identify items which have been admitted to the agenda by the Chair for consideration.

(The special circumstances shall be specified in the minutes.)

4

DECLARATIONS OF INTEREST

To declare any personal / prejudicial interests for the purpose of Section 81 (3) of the Local Government Act 2000 and paragraphs 8 to 12 of the Members Code of Conduct.

5

APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES

To receive any apologies for absence and notification of substitutes.

6

MINUTES - 12TH JANUARY 2012

1 - 6

To confirm as a correct record the minutes of the meeting held on 12th January 2012.

7

SCRUTINY INQUIRY SESSION 1 - INCREASING THE NUMBER OF YOUNG PEOPLE IN EMPLOYMENT, EDUCATION OR TRAINING (EET)

7 -
122

To receive and consider a report from the Director of Children's Services presenting evidence in line with Session 1 of the Board's Inquiry into increasing the number of young people in employment, education or training (EET).

8

INQUIRY ON EXTERNAL PLACEMENTS - DRAFT FINAL REPORT & RECOMMENDATIONS

123 -
126

To receive and consider a report from the Head of Scrutiny and Member Development presenting the conclusions and recommendations arising from the Scrutiny Board's inquiry into external placements.

(Draft Scrutiny Inquiry Report to follow)

9

WORK PROGRAMME

127 -
158

To receive and consider a report from the Head of Scrutiny and Member Development outlining the Scrutiny Board's work programme for the remainder of the current municipal year.

10

DATE AND TIME OF NEXT MEETING

Thursday, 15th March 2012 at 9.45am in the Civic Hall, Leeds.

(Pre meeting for Board Members at 9.15am)

Agenda Item 6

SCRUTINY BOARD (CHILDREN AND FAMILIES)

THURSDAY, 12TH JANUARY, 2012

PRESENT: Councillor J Chapman in the Chair

Councillors G Driver, P Ewens, B Gettings,
A Lamb, P Latty, K Maqsood, A McKenna,
M Rafique and K Renshaw

CO-OPTED MEMBERS (VOTING):

Mr E A Britten – Church Representative (Catholic)
Ms A Craven – Parent Governor Representative (Primary)
Ms J Ward – Parent Governor Representative (Secondary)
Ms N Cox – Parent Governor Representative (Special)

CO-OPTED MEMBERS (NON-VOTING):

Ms C Foote – Teacher Representative
Ms T Kayani – Leeds Youth Work Partnership Representative
Ms A Choudhry – Young Lives Leeds

53 Chair's Opening Remarks

The Chair welcomed all in attendance to the January meeting of the Scrutiny Board (Children and Families).

54 Late Items

In accordance with her powers under Section 100B(4)(b) of the Local Government Act 1972, the Chair agreed to accept a late report, agenda item 9, Outcomes for Looked After Children, which was not available at the time of agenda despatch. (Minute No. 60 refers)

55 Declarations of Interest

Councillor Ewens declared a personal interest in agenda item 7, Children Services Improvement Update Report (January 2012), as LEA Governor at City of Leeds High School. (Minute No. 58 refers)

A further declaration of interest was made at a later point in the meeting. (Minute No. 58 refers)

56 Apologies for Absence and Notification of Substitutes

An apology for absence was submitted by Councillor Khan.

57 Minutes - 10th November 2011

RESOLVED – That the minutes of the meeting held on 10th November 2011 be approved as a correct record.

Draft minutes to be approved at the meeting
to be held on Thursday, 9th February, 2012

58 Children Services Improvement Update Report (January 2012)

The Director of Children's Services submitted a report which provided an update on key improvement activity that was continuing across Children's Services in Leeds.

The following information was appended to the report:

- Children's Services Improvement Notice – November 2011 update
- Letter from the Chair of the Improvement Board, Bill McCarthy, to the Minister for Children and Families, Tim Loughton, sent on 8th December 2011
- Response from the Minister for Children and Families, Tim Loughton, to the Leader of the Council, Councillor Wakefield, on 21st December 2011.

The following Executive Member and officers attended the meeting and responded to Members' questions and comments:

- Councillor Blake, Executive Member (Children and Families)
- Nigel Richardson, Director of Children's Services
- Saleem Tariq, Assistant Chief Officer, Children and Young People's Social Care.

The key areas of discussion were:

- Acknowledgement of the positive work undertaken as part of the improvement process.
- Update on the procurement and planning for a new Electronic Social Care system for Children's Services. (It was advised that confirmation of the supplier was anticipated to take place in April 2012, with an implementation date of early 2013.)
- Development of case management systems and links with the voluntary sector.

RESOLVED – That the contents of the report and appendices be noted.

(Councillor Renshaw declared a personal interest in this item in her capacity as LEA Governor at Rodillian High School.)

(Councillor Driver left the meeting at 10.50am during the consideration of this item.)

59 2011/12 Quarter 2 Performance Report

The Assistant Chief Executive (Customer Access and Performance) / Director of Children's Services submitted a joint report which presented a summary of the quarter 2 performance data relevant to the Scrutiny Board (Children and Families).

Draft minutes to be approved at the meeting
to be held on Thursday, 9th February, 2012

The following information was appended to the report:

- Performance Reports for the CYPP Priorities including the 3 “Obsessions”
- Children’s Services Directorate Priorities and Indicators.

The following Executive Member and officers attended the meeting and responded to Members’ questions and comments:

- Councillor Blake, Executive Member (Children and Families)
- Nigel Richardson, Director of Children’s Services
- Saleem Tariq, Assistant Chief Officer, Children and Young People’s Social Care.

The main areas of discussion were:

- Improving school attendance through development of intervention work and support for families.
- Governance arrangements of academies.
- Disseminating good practice across schools.
- Tackling the number of referrals and development of a multi-agency approach.
- Concern about the percentage of children’s homes that were rated good or better by Ofsted. (It was agreed to provide the Scrutiny Board with an update about this following the review of children’s homes provision.)

RESOLVED – That the contents of the report and appendices be noted.

60 Outcomes for Looked After Children

The Head of Scrutiny and Member Development submitted a report which presented an analysis of the outcomes for looked after children.

The following Executive Member and officers attended the meeting and responded to Members’ questions and comments:

- Councillor Blake, Executive Member (Children and Families)
- Nigel Richardson, Director of Children’s Services
- Saleem Tariq, Assistant Chief Officer, Children and Young People’s Social Care
- Stephen Walker, Deputy Director – Safeguarding, Specialist and Targeted Services.
- Alun Rees, Head of the Leeds Virtual College for Vulnerable Children.

The key points of discussion were:

- Challenges associated with the recruitment of foster carers and the development of key marketing initiatives.

- Update on detailed work undertaken with Professor Thorpe in relation to tackling the number of referrals.
- Development of the Common Assessment Framework (CAF).

RESOLVED – That the contents of the report and appendices be noted.

(Ms Craven left the meeting at 11.40am, during the consideration of this item.)

61 Recommendation Tracking

The Head of Scrutiny and Member Development submitted a report which requested Members to confirm the status of recommendations from previous inquiries.

Appended to the report was the recommendation tracking flowchart and draft recommendation status.

The status of recommendations were agreed as follows:

- Youth Service Surveys (recommendation 2) – achieved.
- Outdoor Education Centres (recommendation 2) – not achieved. Progress made acceptable. Continue monitoring.
- School Balances (recommendation 1) – not achieved. Progress made acceptable. Continue monitoring.

RESOLVED –

- (a) That the contents of the report and appendices be noted
- (b) That the Scrutiny Board approves the status of recommendations as set out above.

(Councillor Renshaw left the meeting at 12.05pm, during the consideration of this item.)

62 Work Programme

A report was submitted by the Head of Scrutiny and Member Development which detailed the Scrutiny Board's work programme for the current municipal year.

Appended to the report for Members' information was the current version of the Board's work programme, minutes of the Executive Board meetings held on 2nd November and 14th December 2011, an extract from the Forward Plan of Key Decisions for the period 1st January to 30th April 2012, together with the notes of the Youth Services Working Group Meeting held on 16th December 2011.

The following requests for information / updates were noted at the meeting:

- Consistency of statistics in relation to children's services 3 "obsessions".
- A copy of the review of children's homes.
- The provision of religious education in schools.
- Update on foster carers / looked after children data.
- Fragmentation of school provision / update on academies.

RESOLVED – That the work programme be approved.

(Ms Cox left the meeting at 12.08pm during the consideration of this item.)

63 Date and Time of Next Meeting

Thursday, 9th February 2012 at 9.45am with a Pre Meeting for Board Members at 9.15am

(The meeting concluded at 12.15pm.)

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Report of the Director of Children’s Services

Report to the Scrutiny Board (Children and Families)

Date: 9 February 2012

Subject: Range of Services Available to Support Young People who are NEET to move to EET

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

1 Background

Reducing the number of young people Not in Education, Employment or Training (NEET) is a priority for Leeds, identified in the Children and Young People’s Plan. NEET is identified as one of the key “obsessions” for Children’s Services to improve outcomes for children and young people, and has been the focus of Outcomes Based Accountability sessions with key staff in Children’s Services to identify actions for improvement. The Raising of the Participation Age means that young people will remain in education or training for an additional academic year after Year 11 from September 2013 and until age 18 from September 2015. Planning to reduce the number of young people NEET will, therefore, concentrate on increasing the number of young people in education or training.

2 NEET was selected as one of the obsessions as it is the most powerful indicator of our overall success in educating and supporting young people. If young people fail to make a successful transition to further learning, employment and adult life, it likely to have a major consequences for their future economic wellbeing. To successfully address NEET and achieve our ambition to become a child friendly NEET free city we must tackle a range of complex inter-related issues affecting the most vulnerable.

3 Young people not in employment, education or training

Some young people are statistically more likely to be NEET, eg. some BME groups, those with learning difficulties and disabilities, care leavers, young offenders, poor school attenders, young parents, young carers, pregnant young women, homeless YP and those living away from their family. NEET rates vary significantly in different areas of the city. Young people who are NEET report feeling bored and isolated. They have more chance of long-term unemployment, ill health and criminality than their peers. When they do get work, they are more likely to be in low-paid jobs.

- 4 The Audit Commission published a report, called “Against the Odds” in July 2010 which looked at the cost of young people who are NEET and made recommendations on actions for local authorities and other partners. A copy of the summary report is attached as Appendix 1.
- 5 The local authority is responsible for monitoring the number of young people (16-18) who are NEET and reporting monthly to DfE, this is done from information collected by the Connexions service on every young person resident in Leeds. The position for November 2011 is:

	Leeds – Nov 11	Statistical neighbours – Nov 11	England – Nov 11	Leeds – Nov 10
NEET (adjusted)	8.1%	8.1%	6.3%	9.2%
In Learning	78.4%	80.0%	78.2%	75.9%
Not Known	11.4%	6.9%	11.2%	7.8%

Information on the number of young people NEET, and comparison with other local authorities is distributed on a monthly basis. The latest set of available data is attached as Appendix 2. It also includes the geographical distribution of young people who are NEET by wards and the numbers of young people in the various “hard to reach” categories. We are also working on a more detailed analysis of young people who are NEET by each ward that will be available for the March Scrutiny Board meeting.

The latest Children’s Trust Board report card relating to NEET is attached as Appendix 3.

The detailed actions we are currently taking to reduce NEET are captured in the Raising the Participation Age (RPA) action plan (Appendix 4) , alongside other actions that are required to implement RPA. Our approach recognises how NEET and the Raising of the Participation Age will become one and the same thing for young people under the age of 18. The action plan is currently still a draft and we would welcome any comments or suggestions from Scrutiny Board on its content or format before it is released for wider consultation.

6 **Responsibilities in relation to NEET**

Current arrangements and upcoming changes to statutory duties mean that a wide range of organisations have responsibilities that impact on the number of young people NEET.

7 **Local Authority**

The local authority has a duty to make available to young people below the age of 19 and relevant young adults (i.e. those aged 20 and over but under 25 with learning difficulties) support that will encourage, enable or assist them to participate in education and training (Section 68 of the Education and Skills Act 2008). The local authority will no longer be expected to deliver a universal Connexions service, but instead deliver targeted services to support young people’s progression and participation.

8 The Education and Skills Act 2008 places the following duties on the Local Authority for the Raising of the Participation Age (RPA):

1. To promote the effective participation in education or training of persons belonging to its area to whom the act applies.
2. To make arrangements (so far as it is possible to do so) to identify young people who are failing to participate in education or training.
3. To work with other local authorities to identify and share information about young people who live in one area and are accessing education in another.

9 **Schools**

From September 2012, schools will be under a duty to secure access to independent and impartial careers guidance for their pupils, a key part of the support to ensure all young people make appropriate decisions so they remain in EET.

10 **Young People's Learning Agency / Education Funding Agency and the Skills Funding Agency**

The funding for learning opportunities for young people over compulsory school-age comes for the YPLA (soon to change to the EFA) and the SFA. These organisations agree allocation of place and contracts with learning providers, following national criteria and funding allocations. They, therefore, have a significant role in determining the number of places for learning available to young people. Individual learning providers will determine their curriculum offer.

11 **Jobcentre Plus**

Jobcentre plus is responsible for support services and some training opportunities for young people who are claiming out of work benefits. Decisions on individual young people's access to opportunities are based on national criteria. Young people age 16 and 17 are only able to claim benefits if they are in "hardship", which only applies to around 40 young people at one time in Leeds, and in which case the Jobcentre works in partnership with LA commissioned Connexions services. The role of Jobcentre Plus is more significant in work with 18 and 19 year olds.

12 **Support Services including specific targeted support available to young people classified as "sustained NEET"**

There are a range of services which provide support to young people, and aim to meet the needs of some young people classified as "sustained NEET". These services are delivered across the statutory and voluntary sector, some are funded by Leeds City Council and other public bodies, others rely on charitable funding. These services are often designed with another remit, for example the Youth Offending Service is in place to deal with young people who have offended but the nature of the client group they work with means the work has an impact on engagement in EET. Services that work with young people who are NEET include adult services, such as Jobcentre Plus and Housing services.

13 The services which are in place with a specific remit to reduce the number of young people NEET, and performance measures on NEET, include the following.

Connexions Service – delivered by a range of providers

Connexions currently delivers careers guidance, IAG and support services to young people age 13-19. Universal services are planned and delivered in partnership with schools, Further Education (FE) colleges and Specialist Inclusive learning Centres (SILCs) for young people in learning. These services are delivered by Prospects. Targeted and specialist services for vulnerable young people in communities and in schools / colleges are delivered by igen, Prospects and 'Voluntary, Community and Faith Sector' (VCFS) partners. This includes work with young people who are 'Not In Education, Employment or Training' (NEET) or at risk of NEET and have additional barriers to engaging in 'Education, Employment and Training' (EET). Targeted and specialist services provides support to move young people in to EET and sustain the place in EET until the young person is settled. Specialist services are delivered to identified groups of young people with specific barriers to engagement in EET that require specialist knowledge / interventions. Groups receiving support are: young people with learning difficulties and/or disabilities; looked after young people and care leavers; young offenders; young people in housing need; asylum seekers and refugees and; young people from BME communities.

The universal career guidance delivery will end on the 31st March 2012, in line with changes to Government policy and legislation. Targeted and specialist services will continue, including services available to all young people who are NEET, with targeted and specialist support for those who require it. Interim arrangements are being put in place with providers

for 2012/13 ahead of a commissioning process that has begun to put new service delivery arrangements in place for April 2013.

14 **Jobcentre Plus**

Work with young people who are claiming benefits. Young people are allocated a Personal Adviser who will review their case on a regular basis. Personal Advisers decide on the level of support for the young person to find and secure employment, using personalised diagnostic skills and tools. Advisers support, motivate and challenge the young person to help them identify their own needs and work with the young person to address these needs, to help maximise their chances of finding work quickly. Young people are able to access a range of different training opportunities, dependent on the benefit they are claiming and the length of the claim. Some of the programmes delivered locally are attached in Appendix 5.

15 **Local level planning**

There are a wide range of agencies who will have an impact on young people's engagement in EET. Local level planning between a range of different organisations is happening at a cluster level. Each cluster is carrying out Outcomes Based Accountability planning sessions in order to identify actions and processes that will reduce the number of young people who are NEET within their area, allowing for actions to be developed which fit with the needs of the local community. The organisations / services involved will differ according to the needs of the cluster but are likely to involve school staff, post-16 learning providers, Connexions, youth work staff, Youth Offending Service, Attendance Service staff, Parenting and Family Support cluster staff, voluntary and community organisations. From these sessions local action plans are being drawn up which are owned and delivered by the cluster partners. Clusters will receive data on NEET to allow them to monitor progress. The use of Outcomes Based Accountability at a local level is a key strategy for Children's Services to ensure that funding is used to maximum effect in order to meet the local needs of young people and families and achieve the best results for the local community. This approach allows for actions to be put in place which are responsive to need and, therefore, deal with the diverse range of needs amongst young people who are NEET, including the range of needs amongst those in the "sustained NEET" group.

16 **Opportunities**

There are a wide range of EET options available to young people, which are listed on the Leeds Pathways website, www.leedspathways.org.uk. Young people who are NEET would be able to take up these opportunities and the diverse needs of young people mean it is important to have this range of opportunities available.

17 Listed below are the key learning opportunities available which have been designed to respond to the needs of young people who are NEET, responding to common factors amongst this group of young people.

18 **ESF REAL**

This programme is delivered by igen, who contract for provision with different providers, including a number of voluntary sector providers. The programme is funded by European Social Fund through the Young People's Learning Agency (YPLA).

The **REAL (Realise, Engage, Achieve, Learn)** programme is a first step engagement programme which offers support, training and vocational experience to young people that gives them the confidence and skills needed to fulfil learners potential. All young people who access the REAL programme are given intensive support to help them achieve their aims. Every project has no more than 10 young people in each group and most will have additional support as well as the tutor. Support workers engage with the learners at a very early stage offering assistance with any barriers to learning which involves linking-up with external specialist support agencies.

19 REAL training providers across Leeds deliver courses in specific vocational areas eg car mechanics, hair/beauty childcare, animal care, construction trades, army preparation, admin, gardening/landscape/horticulture, retail. The individual courses vary in length so this can be

tailored to suit each young person eg, specific arrangements have been made for a course delivered in the community for young mums. The REAL programme has flexible hours which can increase as and when each young person is ready.

As learners come to the closing stages of their course Support Workers intensify their support, therefore making the transition into the next stage of the learners career path a seamless one.

REAL have so far worked with 344, 16-19 year olds & 76, 14-16 year olds, where 91.11% have achieved and 66.91% have progressed.

20 **Foundation Learning**

igen also deliver a foundation learning programme for the YPLA, again this involves contracting provision with a range of different providers.

21 **Leeds Learning Links** provides Foundation Learning courses for 16-18 year olds in Leeds. Foundation Learning consists of three key elements:

- Vocational Training/Qualifications
- Maths, English & ICT Functional Skills
- Personal & Social Development/Employability

22 The programme offers a wide range of Vocational Qualifications that can be completed in either Award, Certificate or Diploma level in areas such as; Business Administration, Customer Service, Hairdressing, Horticulture, Retail, Sports and Active Leisure, abc Award Mechanics, Tech Cert Childcare, Youth work and Health & Social Care.

23 All young people attend the Enrolment Week with igen and from there are placed at one of the Leeds Learning Links Partners to continue their course. Leeds Learning Links also have Support workers linked to all partners to help young people in their transition and progression through their learner journey. Additional Learning Support is available by Leeds Learning Links, young people's needs are assessed and a personalised support package is put together to suit them. We can offer support in lots of ways, this can include learning aids/adapted materials, communication and learning support workers, one to one sessions and small group work.

24 Leeds Learning Links courses are designed for young people who would like to gain qualifications and experience in order to progress into Apprenticeships, Employment or Further Education. Some partners also have their own apprenticeship programmes which are natural progression routes for the young people once they have gained their qualifications.

25 The Leeds Learning Links Partnership has worked with 1365 young people (2010-11), with a 70.60% success rate and a 43.21% progression rate.

26 **Young People's Employability Initiative**

The Young People's Employability Initiative (also known as YOUth Inspire) is a Council led partnership programme delivered by a consortium of third sector providers and Leeds City College to improve the employability of up to 580 young people aged 16-24. The 8 week programme targeting 'work ready' individuals who are NEET and/or claiming Jobseekers Allowance provides a tailored package of skills development, work experience and ongoing support for up to six months to help them into employment, an apprenticeship or further training. The programme has been successful in securing work experience opportunities that lead to jobs.

27 So far, 335 young people have started on scheme, of whom 109 have completed the 8 weeks. 96 individuals have successfully moved into employment (12 people aged 16-18).

28 **College Flexible starts**

The colleges in Leeds offer opportunities throughout the year for young people who are NEET to start courses. The widest range of courses is offered by Leeds City College at sites across Leeds, full details are attached in Appendix 6. The college offers a variety of courses, ranging from 2 hour taster sessions to full-time courses. Courses available include courses in the following vocational areas:

- Access to Apprenticeships
- Arts and Media
- Business Administration
- Construction
- Customer Services
- DJ and Music
- Early Years
- ESOL
- Employability and Workskills
- Exercise and Fitness
- Food Preparation
- Hair and Beauty
- Health and Social Care
- Information Technology
- Land-based
- Money Management
- Retail
- Teaching Assistant
- Teenage Parent Programme

Leeds City College have Caseworkers who take referrals to programmes, meet with young people in different venues to consider which programmes may be suitable and support young people to attend and achieve.

29 **Preventative Work**

As well as working to re-engage young people who are already NEET preventative actions are also required to reduce the numbers of young people who become NEET. This is a key part of the strategy to reduce “sustained NEET” as dealing with issues at an early stage can prevent young people from entering a cycle of negative experiences.

30 The new duty on schools to secure access to independent and impartial careers guidance for their pupils, means that schools have a key role in preventative actions to reduce the number of young people who are NEET after Year 11. A new destination measure is being introduced by the DfE for schools and post-16 learning providers, some information will be published in 2012 with more detailed information available from 2013. The measure will give information on the progression of young people completing Year 11 (Key stage 4 destination measure) and young people completing post-16 courses (Key stage 5 destination measure).

31 The local level planning to reduce NEET within clusters is identifying a number of preventative actions working with young people who are currently in statutory education. Preventative work is starting in primary schools as many head teachers are identifying behaviours and family circumstances that indicate a risk of the child disengaging from learning. A range of engagement and support activities are being undertaken with the identified young people and their parent/carers which continue after their transition into high school to help prevent them becoming NEET in the future.

32 **Future Planning**

There has been a significant level of change in national policy following the change in Government in 2010. There is still a level of uncertainty about how policy and budget changes will translate in to changes to services. Work to reduce NEET sits across a number of Government departments, as reflected in the cross Government strategy for 16-24 year olds, Building Engagement Building Futures, attached as Appendix 7.

33 There is also uncertainty on the future of the national economic situation, which could impact on the number of employment opportunities available for young people. However, job opportunities for young people in Leeds are still available in large numbers as demonstrated by our recent significant increase in young people starting apprenticeships.

34 It is important that Leeds City Council understands what works with individual young people in order to ensure that changes to national policy are implemented in a way that has the maximum impact for young people. Understanding what factors in a young person's life may contribute to them being at risk of becoming NEET, and to ensure that early intervention support is put in place to respond to this. Understanding what works will ensure that good practice is built on in the commissioning of services. It also allows Leeds City Council to present a clear message to local partners and national policy makers about the priorities for improving outcomes for young people.

35 If we are to deliver on our vision to be the best city in the UK, everyone in Leeds must get behind our drive to ensure all our young people are productively engaged in education, employment or training.

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Against the odds

Re-engaging young people in
education, employment or training

Summary of our report
published in July 2010



The Audit Commission is an independent watchdog driving economy, efficiency and effectiveness in local public services to deliver better outcomes for everyone.

Our work across local government, health, housing, community safety and fire and rescue services means that we have a unique perspective. We promote value for money for taxpayers, auditing the £200 billion spent by 11,000 local public bodies.

As a force for improvement, we work in partnership to assess local public services and make practical recommendations for a better quality of life for local people.

Summary

Young people not in education, employment or training (NEET)ⁱ at 16-18 have poorer life chances than their peers and are more likely to be a long-term cost to the public purse.

- National figures for 2009 show 9.2 per cent (183,200) of young people aged 16-18 were NEET.
- The 2008 NEET cohort will cost an estimated £13 billion in public finance costs and £22 billion in opportunity costs over their lifetimes.
- Young men who were NEET are three times more likely to suffer from depression, and five times more likely to have a criminal record, than their peers.
- Data from fieldwork areas found a quarter of young people were NEET at some point during a two-year period, but most get into education, employment or training. However, ten per cent of young people remain NEET for six months or more.

Figure one from the main report (reproduced here on page 4) provides a quick overview of the length of time that young people from fieldwork areas experience being NEET.

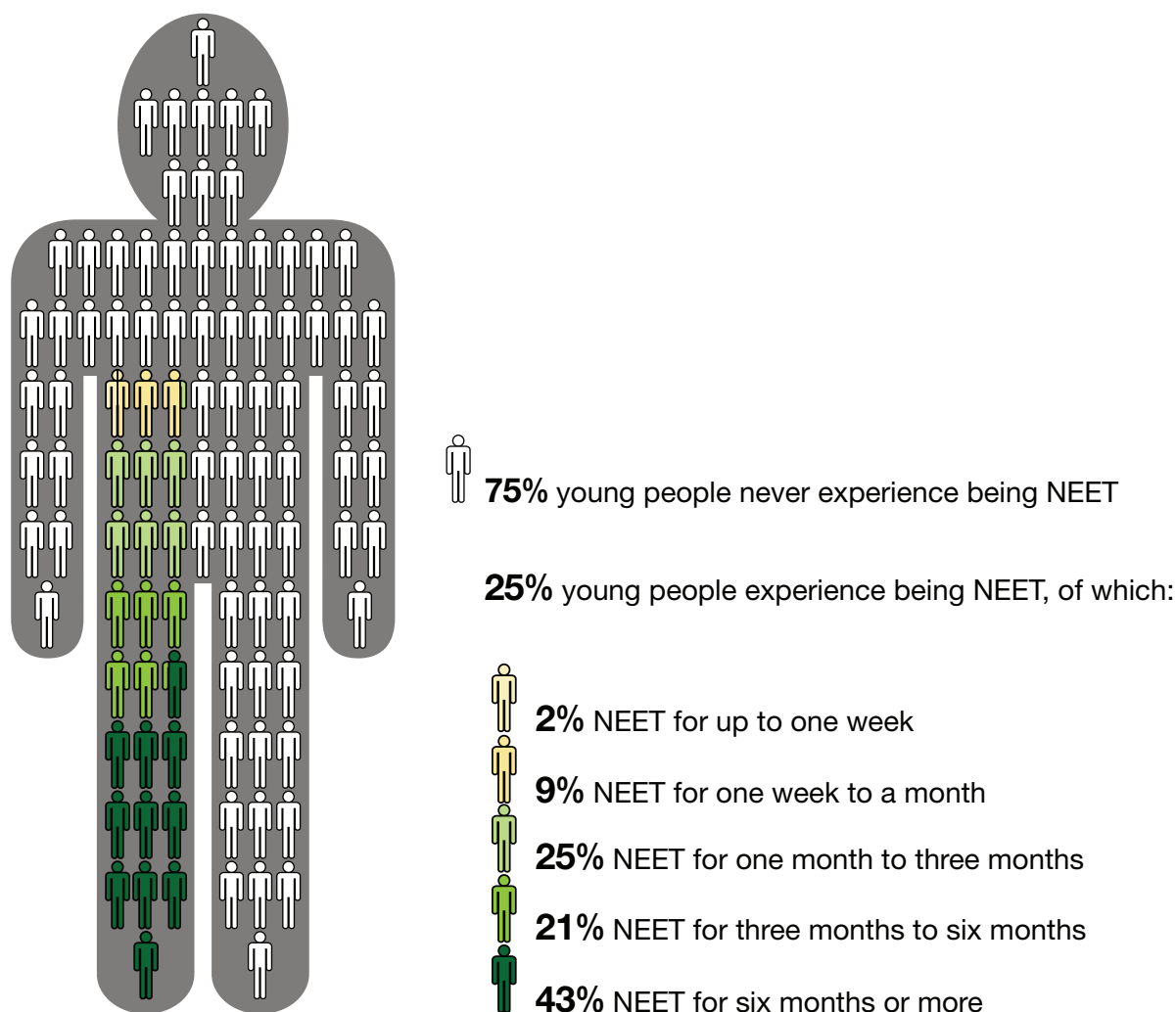
- Although national NEET levels have fluctuated between 9 and 10 per cent for 20 years, this hides variations:
 - local NEET levels range from 2 to 14 per cent; and
 - 18 year olds are more likely to be NEET (17 per cent) than 16 year olds (4 per cent).

Figure 2 from the main report (reproduced here on page 5) shows how NEET levels have remained more or less consistent for 20 years.

ⁱ This report uses the term 'not in education, employment and training' as it is widely recognised and understood by councils and their partners. NEET is the abbreviation used in national indicators and statistics. The term can imply some stigma and it artificially separates people under 19 who are 'NEET' from older young people who are 'unemployed'. This report focuses on how councils and their partners can use limited resources to help young people who may be a cost to society to become contributors to it instead.

- Many areas have reduced 16-18 NEET levels but there is less success in tackling the increase in 18-24ⁱ unemployment.
- Government policy affecting young people NEET comes from three different departments: Department for Education, Department for Business, Innovation and Skills, and Department for Work and Pensions. Responsibility for young people NEET changes at the age of 18, with an overlap until age 19.
- Support for young people NEET will be under pressure over the next few years. Councils and their partners must ensure they get value for money by concentrating on targeted and preventive interventions.

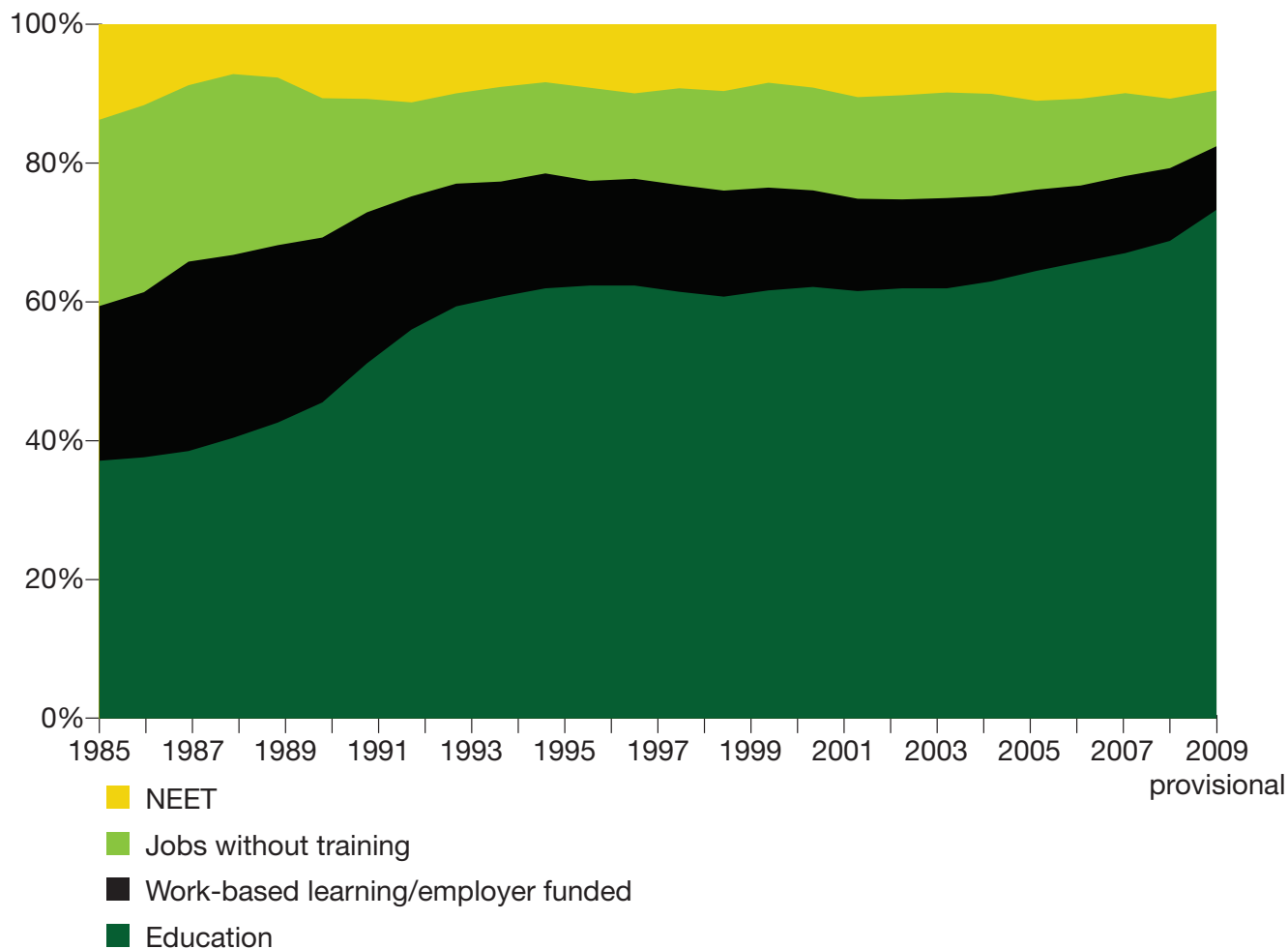
Figure 1: **Most young people are never NEET: most NEET episodes last fewer than six months**



Source: Audit Commission, analysis of Connexions data from fieldwork areas (approximately 24,000 young people), 2010

ⁱ National statistics on NEETs focus on young people aged 16-18 years. However, at age 18 young people are also classed as unemployed and will count in 18-24 unemployment statistics. This is in part due to an overlap in government responsibilities for young people aged 18. The Connexions service (overseen by the Department for Education) works with young people to the age of 19. Jobcentre Plus (an executive agency of DWP) starts working with unemployed young people at the age of 18.

Figure 2: **NEET levels remain consistent: increased participation in education hides the decrease in jobs and work-based learning**



Source: Department for Education, 2010

Councils get better outcomes by targeting their approaches

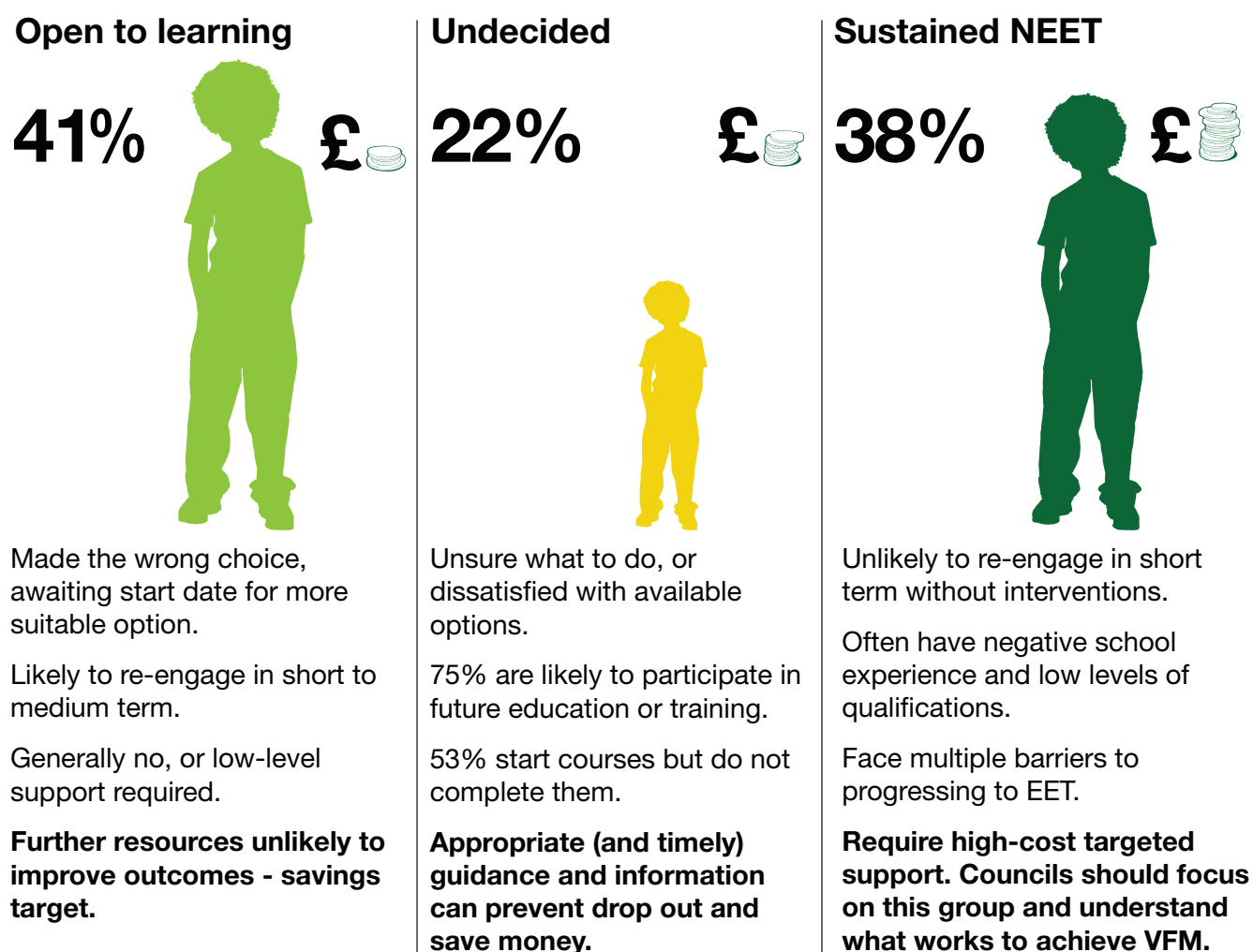
- Young people become NEET for different reasons. Councils must understand the nature of their local NEET population and respond appropriately.

Figure 4 from the main report (reproduced here on page 7) exemplifies the different groups that can be within a NEET population, this is essential to understand at a local level when directing efforts to tackle the NEET issue.

- Councils and their partners can make a difference to NEET levels – even in areas of economic decline. Action to reduce NEET levels often means little or no extra cost.

- Common success factors in getting young people into work or learning are:
 - using local information about young people NEET to design responses appropriate to their circumstances;
 - targeted pre-16 support for those at risk of becoming NEET; and
 - post-16 interventions tailored to individuals.
- When overall NEET levels fall, the long-term NEET group become more obvious. Interventions for this group must be flexible, delivered over a longer time, and tailored to young people's individual circumstances. As NEET levels fall, areas should ensure that resources are targeted in response to changing circumstances, so that the long-term NEET group can contribute to the economy, rather than becoming a cost to it.
- Schools have an important role in preventing future young people becoming NEET. This can start early by using the primary school curriculum to raise the aspirations of young people. Work with children's services to tackle bullying, truancy and exclusions can stop disengagement with school.
- Schools should also collaborate to support young people moving from primary to secondary school and those leaving school at 16. Schools and local employers have an important role in ensuring young people and their parents and carers are aware of education and training opportunities.

Figure 4: Council action must respond to different NEET sub-groups



Source: DCSF, 2009ⁱ

Commissioners must target resources

- About £8.67 billion is available for 16-19 learning and support. Most of this money depends on achieving short-term targets and does not support the most disadvantaged groups.

Figure 12 from the main report (reproduced here on page 9) shows the complexity of funding streams available for 16-19 learning and support.

- From April 2010, councils take responsibility for commissioning 16-19 education from the former Learning and Skills Council.ⁱⁱ This change is an opportunity to remove waste and duplication, to involve schools and academies in partnership and to tailor provision to meet local circumstances.

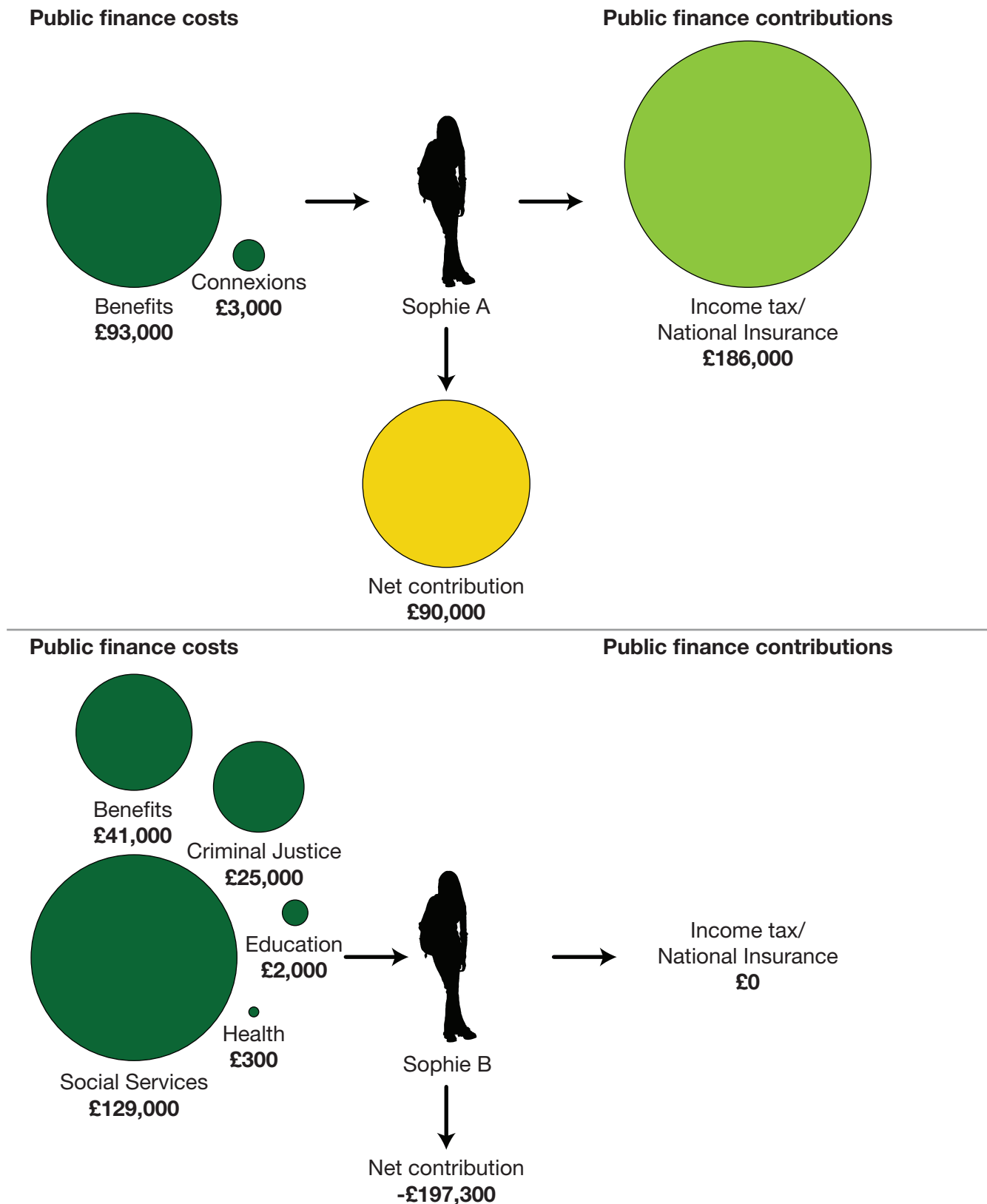
ⁱ Figures do not add to 100% due to rounding.

ⁱⁱ Academies will be responsible for commissioning their own 16-19 education.

- Commissioners must fill gaps in provision, particularly for young people with learning difficulties and disabilities, to ensure progression routes after level 1 courses.ⁱ
- Interventions will not achieve objectives unless commissioners contractually reward providers for:
 - removing barriers to services;
 - offering continuous support throughout attendance; and
 - helping young people to make transitions to further work or learning at completion.
- An intelligent commissioning approach using the untapped information in Connexions data bases, can ensure better service design and evaluation of outcomes.

ⁱ Level 1 qualifications are equivalent to five GCSEs, grade D-G.

Figure 12: Well-targeted early spending prevents future costs



Source: York University Department of Social Policy and Social Work and Department of Health Sciences, 2010

Better targeting and collaboration can reduce lifetime cost and increase wellbeing

- Early prevention through low-cost interventions can bring large savings. £4,000 of short-term support to a teenage mother can be repaid twenty times over through net lifetime tax contributions. The same successful intervention can reduce public service costs by nearly £200,000 over a lifetime.
- Financial payback from some interventions is visible at the age of 25 through reduced public finance costs. Payback for most interventions is in the medium term, when young people have been in employment for longer and made tax and national insurance contributions.
- Connexions services, schools and colleges, Jobcentre Plus and other youth support services do not collaborate effectively. The result can be duplication, wasted effort and wasted money. The extent of this potential waste will vary locally.
- Better links with council economic development and regeneration teams can bring benefits such as:
 - up-to-date information on the local labour market;
 - extra sources of funding; and
 - more local employment opportunities for young people.
- The local public sector can take a lead by promoting apprenticeships for young people NEET and encouraging other employers to do so. Councils and other bodies can add training requirements to works and service contracts.

Recommendations

Through their strategic commissioning role, councils and their local partners should:

- use their new responsibilities for commissioning 16-19 education to review and redesign services to achieve further reductions in NEET levels and reduce waste and duplication;
- make their response to the circumstances of the most sustained NEET groups a core part of the local 14-19 strategy and funding plans, commissioning individually tailored packages of support where required;
- use the local economic assessment to strengthen links between economic development, regeneration and Connexions services in increasing employment and apprenticeship opportunities for young people;
- use evaluations of projects for young people NEET to focus on what works and to target services more effectively;
- ensure Connexions, schools and colleges, Jobcentre Plus and other youth support services all work together to reduce duplication and save money;
- develop a smooth transition from Connexions to adult employment services;
- work with academies and local authority-maintained schools, to report on, and improve effectiveness in, supporting young people to make successful transitions at age 16; and
- take the lead in encouraging the local creation of apprenticeships and raising the demand for young people in the workforce.

Local authority-maintained schools, and academies, can:

- use the primary school curriculum to raise the aspirations of young people and prepare them for future learning and employment;
- work together to support young people to make the transition from primary to secondary school;
- work with children's services to reduce bullying, truancy and exclusions that can lead to young people becoming NEET;
- work with parents and carers to raise their aspirations and support them in helping their children make decisions about work and learning; and
- work closely with Connexions to reduce duplication and to support pupils' transitions to further education, employment or training at age 16.

The government should:

- make sure the funding available to influence the NEET agenda is used cost effectively and is targeted on those who most need support;
- review the three-way split in government responsibilities for 16-19 work and learning issues;
- ensure the Young People's Learning Agency encourages and funds councils to tailor local provision to meet the individual circumstances of sustained NEETs;
- review the performance measures linked to funding to ensure a focus on progression and outcomes appropriate for all learners;
- require that Connexions Services and Jobcentre Plus share information to improve services to young people and reduce waste and duplication;
- require all schools to work with councils and other local partners in the 14-19 strategy;
- ensure the National Apprenticeship Service and councils cooperate in supporting and encouraging employers to take on more apprenticeships; and
- make sure the proposed National Citizen Service builds on good practice in existing 16-18 education and skills programmes.

The Audit Commission will:

- produce guidance and tools to help councils and their partners improve; and
- work with the Department for Education to help Connexions services improve their use of data.

If you require a copy of this document in an alternative format or in a language other than English, please call: **0844 798 7070**

If you require a printed copy of this document, please call: **0800 50 20 30** or email: ac-orders@audit-commission.gov.uk

This document is available on our website.

We welcome your feedback. If you have any comments on this report, are intending to implement any of the recommendations, or are planning to follow up any of the case studies, please email: nationalstudies@audit-commission.gov.uk



Audit Commission

1st Floor
Millbank Tower
Millbank
London
SW1P 4HQ

Telephone: **0844 798 3131**
Fax: 0844 798 2945
Textphone (minicom): 0844 798 2946

www.audit-commission.gov.uk

Appendix 2

November 2011 Figures

All figures contained in this report come from the Connexions database. The figures are for all young people who are resident in Leeds.

All the figures in this dataset are for young people, who are in academic Years 12-14, so includes young people age 16-19.

In previous years the measure of NEET and Not Known used was different. The measure of young people in education was based on the location of the educational institution rather than the residency of the young person. The age was those over statutory school age and under 19, so young people left the cohort on their 19th birthday. This means that accurate comparison of NEET figures with previous years is not possible.

Headline figures for November 2011 are:-

Adjusted NEET: 8.1% (1926 young people)

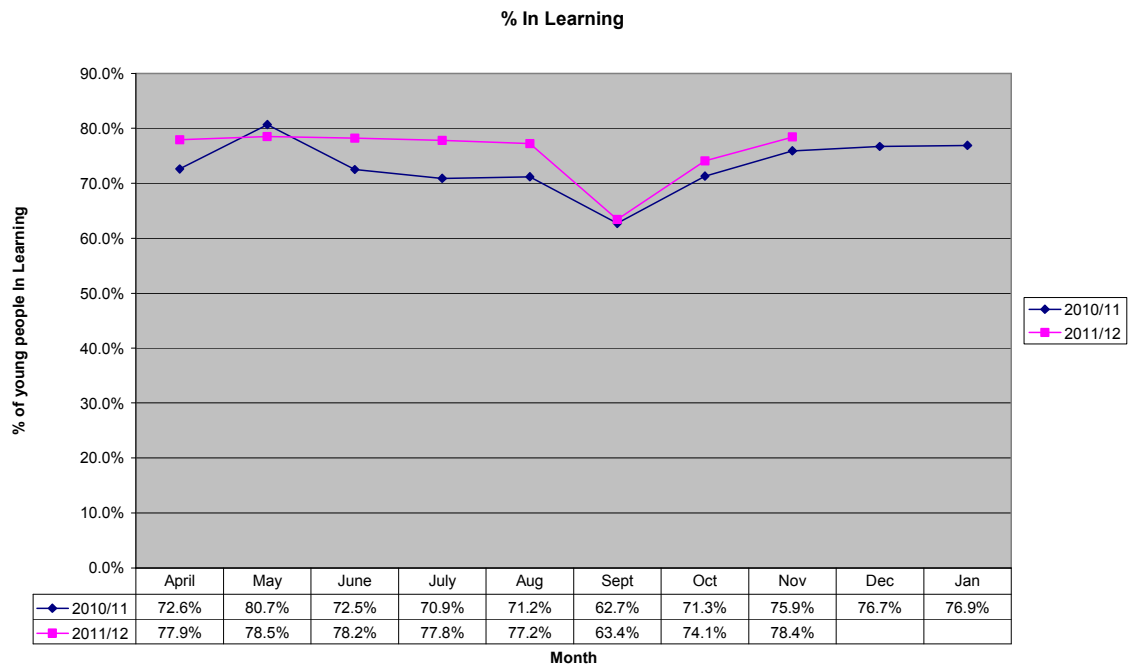
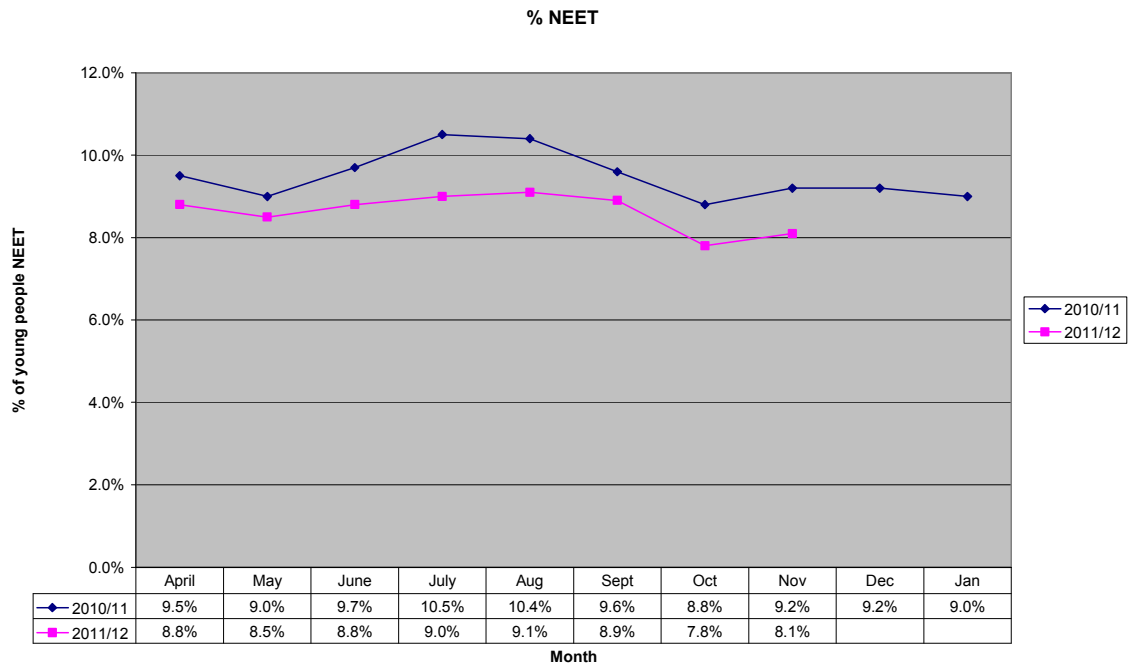
Not Known: 11.4% (2770 young people)

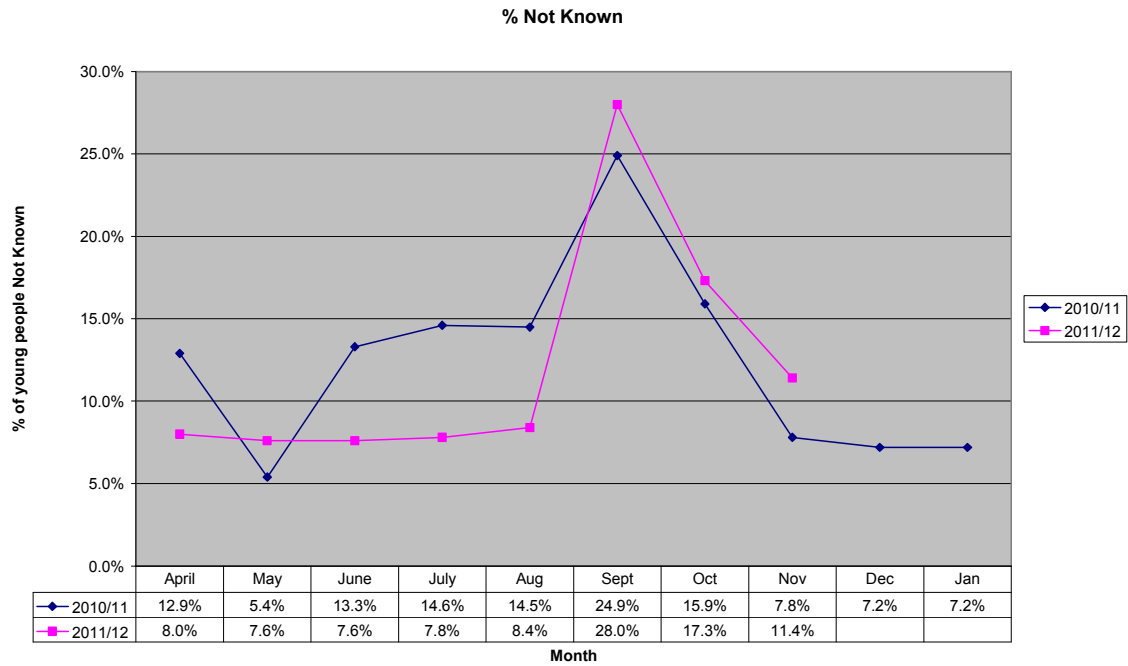
In Learning: 78.4% (19045 young people)

The adjusted NEET figure takes account of the number of young people whose status is Not Known. A formula is applied so that **some** young people whose status is Not Known are assumed to be NEET. This is added to the NEET figure to give the adjusted NEET figure.

Young people are classed as Not Known if they have not had contact with the Connexions service within a certain period, how regular the contact needs to be depends on whether the young person is NEET or EET. The Not Known figure, therefore, includes young people who may be in contact with other services but whose record has not been updated on the Connexions database.

DfE have produced approximate figures for 2010/11, using the reporting requirement for 2011/12. This can be used as a baseline for comparison.





The level of NEET this year is below last year, when a significant reduction was achieved. Work is ongoing to bring the number of young people NEET down further.

The level of Not Known is higher than for the previous November.

Comparison with other Local Authorities

Statistical Neighbours

<i>Select Local Authority</i>	Academic Age16-18 (Y12-Y14) NEET %	Y12 NEET %	Y13 NEET %	Y14 NEET %	Academic Age 16 - 18 (Y12-Y14) NK %	Y12 NK%	Y13 NK%	Y14 NK%	Academic Age 16 - 18 (Y12-14) In Learning %	Y12 In Learning %	Y13 In Learning %	Y14 In Learning %
Leeds	8.1%	5.4%	8.3%	10.6%	11.4%	1.4%	6.5%	25.4%	78.4%	91.4%	83.8%	61.1%
Mean indicator for statistical neighbours	8.1%	4.9%	7.7%	11.9%	6.9%	1.2%	5.7%	13.7%	80.0%	92.2%	83.6%	64.8%

Name	Academic Age16-18 (Y12-Y14) NEET %	Y12 NEET %	Y13 NEET %	Y14 NEET %	Academic Age 16 - 18 (Y12-Y14) NK %	Y12 NK%	Y13 NK%	Y14 NK%	Academic Age 16 - 18 (Y12-14) In Learning %	Y12 In Learning %	Y13 In Learning %	Y14 In Learning %
Sheffield	8.3%	5.2%	8.2%	11.5%	9.7%	1.3%	9.2%	18.1%	77.9%	92.2%	80.9%	61.5%
Bolton	7.3%	4.1%	7.5%	11.3%	17.4%	2.0%	18.9%	30.6%	73.1%	92.8%	72.6%	54.6%
Stockton-on-Tees	10.5%	6.0%	9.8%	15.3%	6.9%	1.5%	6.2%	12.6%	78.0%	91.3%	81.3%	62.8%
Darlington	11.5%	6.6%	11.9%	15.9%	4.8%	1.6%	4.5%	8.3%	76.4%	90.1%	79.7%	60.4%
Calderdale	6.6%	4.7%	6.1%	9.2%	5.3%	1.1%	2.3%	12.4%	84.0%	92.0%	88.0%	72.4%
St. Helens	8.6%	4.3%	7.0%	14.4%	2.2%	0.4%	2.0%	4.1%	83.0%	94.1%	86.6%	68.9%
Derby	8.4%	4.5%	8.7%	12.3%	9.9%	1.6%	6.2%	21.4%	76.6%	91.2%	81.4%	57.8%
Kirklees	7.7%	4.7%	7.5%	11.1%	6.0%	0.6%	4.0%	13.2%	82.5%	92.6%	85.8%	69.6%
North Tyneside	6.3%	4.4%	5.8%	8.6%	4.4%	0.7%	1.5%	10.6%	86.3%	93.8%	90.7%	75.3%
Milton Keynes	5.8%	4.2%	4.5%	8.8%	2.9%	0.8%	2.6%	5.3%	82.2%	92.1%	88.7%	65.3%

Yorkshire & Humber

Gaps in the data are due to gaps in information received from DfE.

	Not known		In learning		16-18 year olds NEET	
	% Academic Age16-18s NK	% change over last 12 months	% Academic Age16-18s in learning	% change over last 12 months	% Academic Age16-18s NEET	% change over last 12 months
ENGLAND	11.2%	51.4%	78.2%	1.0%	6.3%	-7.4%
YORKS & THE HUMBER	7.8%	20.0%	81.0%	4.5%	7.2%	-8.9%
Barnsley	8.3%	23.9%	80.5%	1.2%	6.4%	12.3%
Bradford	4.2%	-26.3%	85.6%	6.6%	7.0%	-11.4%
Calderdale	5.3%	-15.9%	84.0%	5.0%	6.6%	
Doncaster	3.5%	-23.9%	80.9%	4.2%	6.8%	-8.1%
East Riding						
Kingston upon Hull	15.5%	72.2%	75.8%	4.5%	10.1%	-17.9%
Kirklees	6.0%	-25.9%	82.5%	7.4%	7.7%	-15.4%
Leeds	11.4%	46.2%	78.4%	3.3%	8.1%	-12.0%
North East Lincolnshire	2.3%	15.0%	85.8%	7.8%	5.7%	-34.5%
North Lincolnshire	10.2%	5.2%	81.0%	7.9%	6.5%	-22.6%
North Yorkshire	10.5%	275.0%	81.1%	-1.0%	4.8%	9.1%
Rotherham	5.0%	-9.1%	81.3%	3.7%	7.7%	-4.9%
Sheffield	9.7%	-2.0%	77.9%	7.7%	8.3%	-16.2%
Wakefield	7.0%	-1.4%	78.6%	5.6%	7.7%	-8.3%
York	3.1%	-26.2%	86.1%	9.3%	5.7%	3.6%

Core Cities

	Not known		In learning		16-18 year olds NEET	
	% Academic Age16-18s NK	% change over last 12 months	% Academic Age16-18s in learning	% change over last 12 months	% Academic Age16-18s NEET	% change over last 12 months
Birmingham	8.0%	15.9%	81.6%	2.4%	7.0%	-15.7%
Bristol	9.2%	53.3%	77.2%	4.4%	9.1%	7.1%
Leeds	11.4%	46.2%	78.4%	3.3%	8.1%	-12.0%
Liverpool	6.0%	57.9%	78.7%	-2.3%	11.7%	31.5%
Manchester	2.7%	-25.0%	86.4%	5.8%	6.8%	-13.9%
Newcastle	8.4%	-15.2%	77.8%	1.6%	12.3%	11.8%
Nottingham	5.4%	-40.0%	85.7%	8.6%	5.5%	-25.7%
Sheffield	9.7%	-2.0%	77.9%	7.7%	8.3%	-16.2%

NEET and Not Known Breakdown

Type of NEET and Not Known

The subcategories used for recording status on the Connexions database give the following information about young people in Leeds. The rows in blue give the totals for the subgroups, which are underneath in green. The categories used are national recording categories from the DfE.

Currency Expired is a term used when the status of a young person has not been updated or confirmed within a given timeframe. Part of national Connexions recording rules are requirements to verify a young person's status within a given period of time to ensure records are up to date.

The adjusted NEET figure recorded for Leeds is larger than the figure shown below because the adjusted NEET figure takes account of the number of young people whose status is Not Known. A formula is applied so that **some** young people whose status is Not Known are assumed to be NEET. This is added to the NEET figure to give the adjusted NEET figure.

	Yr 12	Yr 13	Yr 14	Yr 12-Yr 14 Total
Cohort total	7691	8226	8377	24294
EET Total	7165	7069	5632	19866
In education, post Year 11	6602	6284	4475	17361
School Sixth Form	3267	3271	599	7137
Sixth Form College	680	635	180	1495
Further Education	2611	2353	1921	6885
Higher Education	0	6	1735	1741
Part time Education	12	8	17	37
Gap Year students	0	0	21	21
Other Post 16 Education	32	11	2	45
Employment	380	486	984	1850
Apprenticeship	78	126	183	387
Employment with training to NVQ 2 or above	166	186	311	663
Employment without training to NVQ 2	55	64	188	307
Employment with locally recognised training	52	75	221	348
Temporary employment	6	5	12	23
Part Time Employment	23	30	69	122
Training	183	299	173	655
YPLA funded training	132	240	125	497
Other training (eg, LA, VCS or ESF provision)	51	58	38	147
Training delivered through the Work Programme	0	1	10	11
NEET Group	404	593	602	1599
Available to labour market	359	491	496	1346
Waged Personal Development Opportunities	1	1	1	3
Other Personal Development Opportunities	5	8	7	20
Full Time Voluntary Work	0	0	0	0
Not yet ready for work or learning	23	17	20	60

Start Date agreed	46	46	15	107
Seeking employment, education or training	284	419	453	1156
Not available to labour market	45	102	106	253
Young carers	1	2	2	5
Teenage parents	17	53	61	131
Illness	13	19	26	58
Pregnancy	9	18	10	37
Religious grounds	1	0	0	1
Unlikely to be economically active	0	1	1	2
Other reason	4	9	6	19
Other (not EET or NEET)	14	29	16	59
Custody	14	29	16	59
Refugees/Asylum seekers	0	0	0	0
Current situation not known	108	535	2127	2770
Current situation not known	78	30	26	134
Cannot Be Contacted	19	91	271	381
Refused to disclose activity	2	7	46	55
Currency Expired - EET	2	325	1560	1887
Currency Expired - NEET	6	81	217	304
Currency Expired - Other	1	1	7	9

More detailed breakdown of the NEET data will be made available to partners on a yearly basis, in March. This will include figures by ethnicity, gender and for identified vulnerable groups.

NEET Joiners and Leavers

Information from the returns made to DfE shows the number of young people entering the NEET cohort from different status groups and the destinations of young people leaving the NEET cohort. The numbers from April 2011 – November 2011 are:

	Total number of NEET Joiners	Joining From									
		Education	%	Employment	%	Training	%	Status established from Not Known	%	Others	%
ENGLAND	153,461	41,032	27%	13,818	9%	15,374	10%	42,074	27%	41,163	27%
Leeds	2,762	891	32%	252	9%	365	13%	897	32%	357	13%

Others includes young people moving to the local authority from another area and young people leaving custody.

	Average no of 16-18 year olds NEET (unadjusted)	Total number of NEET Leavers	Leaving To											
			Education	%	Employment	%	Training	%	Currency expired	%	Moved Away	%	Other Reason	%
ENGLAND	92,014	135,465	24,426	18%	27,850	21%	18,063	13%	51,376	38%	7,238	5%	6,503	5%
Leeds	1,627	2,480	381	15%	388	16%	482	19%	1,026	41%	77	3%	126	5%

Currency Expired is a term used when the status of a young person has not been updated or confirmed within a given timeframe. These young people are included in the Not Known figures.

Other reasons includes young people for whom Connexions does not have up to date contact details, young people who are not willing to share information with Connexions and young people who have entered custody.

Ward

If a young person's address is unknown it is recorded as the Connexions Centre. This means the large number of young people in the city centre does not reflect the number of young people who actually live in the city centre.

Errors in the recording of postcode on the Connexions database mean there are a number of young people who can not be matched to a ward. For this reason these figures should be viewed as indicative

Ward	Ward Wedge	NEET		Not Known		Total number of young people
		Count	%	Count	%	
No Postcode Ward	No Wedge	5	9.62%	3	5.77%	52
Adel and Wharfedale	West North West	17	3.00%	43	7.58%	567
Alwoodley	East North East	25	3.71%	48	7.13%	673
Ardsley and Robin Hood	South East	29	3.75%	64	8.27%	774
Armley	West North West	79	9.15%	114	13.21%	863
Beeston and Holbeck	South East	75	9.25%	100	12.33%	811
Bramley and Stanningley	West North West	86	10.34%	100	12.02%	832
Burmantofts and Richmond	East North East	99	11.66%	91	10.72%	849
Calverley and Farsley	West North West	19	2.78%	61	8.93%	683
Chapel Allerton	East North East	64	7.03%	65	7.14%	910
City and Hunslet	South East	104	11.32%	221	24.05%	919
Crossgates and Whinmoor	South East	44	5.45%	71	8.79%	808
Farnley and Wortley	West North West	82	8.94%	103	11.23%	917
Garforth and Swillington	South East	23	2.96%	61	7.86%	776
Gipton and Harehills	East North East	127	10.85%	126	10.76%	1171
Guiseley and Rawdon	West North West	22	3.03%	73	10.04%	727
Harewood	East North East	9	2.03%	31	7.00%	443
Headingley	West North West	7	6.09%	6	5.22%	115
Horsforth	West North West	18	2.74%	34	5.18%	657
Hyde Park and Woodhouse	West North West	48	11.27%	33	7.75%	426
Killingbeck and Seacroft	East North East	125	11.63%	102	9.49%	1075
Kippax and Methley	South East	38	5.31%	65	9.09%	715
Kirkstall	West North West	48	8.47%	45	7.94%	567
Middleton Park	South East	120	11.31%	139	13.10%	1061
Moortown	East North East	21	2.90%	25	3.46%	723
Morley North	South East	22	3.19%	77	11.18%	689
Morley South	South East	37	5.56%	84	12.63%	665
Otley and Yeadon	West North West	27	3.68%	68	9.28%	733
Pudsey	West North West	25	3.69%	63	9.31%	677
Rothwell	South East	36	5.51%	57	8.73%	653
Roundhay	East North East	34	4.17%	31	3.80%	815
Temple Newsam	South East	44	5.12%	85	9.88%	860
Weetwood	West North West	27	4.43%	48	7.87%	610
Wetherby	East North East	6	1.20%	29	5.80%	500

Individual Circumstances

These are the individual circumstances identified on the Connexions database as being current for that young person. These groups are not mutually exclusive, so one young person may appear in more than one of these categories.

Description	NEET		Not Known		Total number of young people
	Count	%	Count	%	
Attendance less than 20% - Female	98	25.79%	83	21.84%	380
Attendance less than 20% - Male	76	20.60%	71	19.24%	369
Care Leaver - Female	37	28.24%	9	6.87%	131
Care Leaver - Male	26	16.05%	13	8.02%	162
Client disclosed substance misuse - Female	16	32.00%	6	12.00%	50
Client disclosed substance misuse - Male	22	33.85%	5	7.69%	65
English as a 2nd Language - Female	14	6.45%	12	5.53%	217
English as a 2nd Language - Male	15	5.75%	16	6.13%	261
Looked after/in care - Female	41	25.47%	7	4.35%	161
Looked after/in care - Male	28	13.53%	12	5.80%	207
No fixed abode - Homeless - Female	10	26.32%	7	18.42%	38
No fixed abode - Homeless - Male	5	16.67%	6	20.00%	30
Parent that is caring for own child - Female	128	45.88%	51	18.28%	279
Parent that is caring for own child - Male	8	42.11%	3	15.79%	19
Parent that is not caring for own child - Female	4	28.57%	4	28.57%	14
Parent that is not caring for own child - Male	14	53.85%	7	26.92%	26
Pregnant - Female	73	42.44%	15	8.72%	172
Pregnant - Male	0	0.00%	1	100.00%	1
Refugee/asylum seeker - Female	1	5.88%	2	11.76%	17
Refugee/asylum seeker - Male	3	6.67%	7	15.56%	45
Refugee/asylum seeker - not known	1	100.00%	0	0.00%	1
Supervised by YOS - Female	18	28.13%	8	12.50%	64
Supervised by YOS - Male	68	22.59%	44	14.62%	301
Temporary Accommodation - Emergency Accommodation - Female	19	30.65%	6	9.68%	62
Temporary Accommodation - Emergency Accommodation - Male	13	32.50%	6	15.00%	40
Temporary Accommodation - Sofa Surfing - Female	47	26.11%	25	13.89%	180
Temporary Accommodation - Sofa Surfing - Male	35	30.70%	22	19.30%	114
Traveller - Female	18	26.87%	18	26.87%	67
Traveller - Male	14	27.45%	17	33.33%	51
Young Carer - Female	7	13.46%	11	21.15%	52
Young Carer - Male	8	25.00%	3	9.38%	32
Young Person Living Independently - Female	50	29.94%	22	13.17%	167
Young Person Living Independently - Male	24	30.77%	6	7.69%	78

LDD (Learning Difficulty and/or Disability) Status

LDD	NEET		Not Known		Total number of young people
	Count	%	Count	%	
LDD not Statemented	6	9.68%	6	9.68%	62
No LDD	1230	5.90%	1606	7.70%	20846
School Action	208	12.71%	178	10.88%	1636
School Action +	171	16.68%	136	13.27%	1025
Statemented	81	10.84%	53	7.10%	747

The status of young people is identified using the following definitions:

LDD Not Statemented	A learning difficulty and / or disability has been identified by a health or education professional after the young person has completed compulsory education (post-16)
School Action	When a teacher identifies that a young person has SEN and is able to adapt teaching to meet that young persons needs.
School Action Plus	When a teacher identifies SEN and requires support from outside specialists to meet the young persons learning needs.
Statemented	This category is used for young people who have a statement of SEN. The young person will have been subject to a statutory assessment by the Local Authority involving the school, an educational psychologist and other professionals involved with the young person. The statement is reviewed during the young persons schooling. Young people in this category will receive a Section 139a assessment during their final year in school. This is carried out by a Connexions PA, with other professionals, and sets out the support needs of that young person to move into further education, training or employment. This category would be used for young people with higher levels of SEN needs.

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Children's Trust – Children and Young People's Plan Report Cards January 2012

Appendix 3

Meeting: Children's Trust Board - 30 January 2012
Outcome 2: Children and young people do well at all levels of learning and have the skills for life
LCC lead: Paul Brennan

Population: Young people of academic age 16, 17 and 18 (age on 31 Aug)
Priority 4a: Increase numbers in employment, education or training (EET)
CTB lead: Martin Fleetwood and Diana Towler

Why is this an obsession Being in EET increases young people's confidence, prospects and economic independence and therefore supports the city's overall economic performance. By targeting groups and areas where NEET is a particular challenge, we can raise aspirations and prospects for young people who often have multiple poor outcomes. The current economic downturn presents challenges for young people looking to enter the workplace for the first time.

OBSESSION
Overall Progress
Amber æ

RAG: Gap to national performance **Direction of travel:** Good rates of young people in learning

Story behind the baseline

At the end of November there were 1926 NEET young people in Leeds who were known to the Connexions service. Leeds has a higher NEET rate than national levels. The rate of young people in learning (78.4%) is slightly above the national level. The rate in learning is important to monitor alongside NEET rates, for when raising the participation age (RPA) to 18 comes into effect in 2015.

The government monitors local authority performance based on data from November to January each year. The Leeds NEET rate for November 2011 was 8.1%, compared to 9.2% in November 2010.

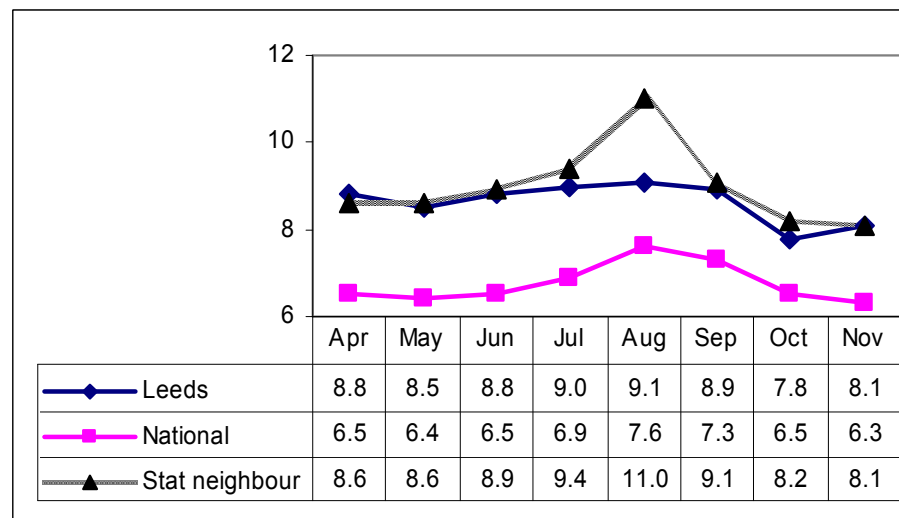
Affecting the baseline is a rise in the proportion of young people whose status is 'Not Known' to 11.4% (2770 young people), compared to 7.8% in November 2010. Where young people's status is unknown, they cannot be targeted for support. The rise in Not Knowns is in part down to national reductions in funding for Connexions services. Levels of 'Not Known' have also risen to a similar rate nationally (11.2%, Nov 11).

Young people become NEET for complex and diverse reasons. NEET levels are higher in deprived areas, and for teenage parents, young people with special educational needs, those with lower school attendance, lower levels of qualifications and young offenders. NEET rates are more than 50% among young parents and pregnant young women.

Transition between learning opportunities can trigger disengagement; as can missing out on good quality impartial information, advice and guidance (IAG). Family networks have a major influence on a young person's decision-making. Improvement activity includes work with families to ensure young people are positive about their ability to succeed, access to IAG to help choose the right learning pathway; and support at transition points.

Risks include: changes to the provision of careers education and IAG with more responsibility for schools in September 2012, but without increases in funding; reductions in post-16 funding for all providers, but that will hit schools particularly hard; and changes to which vocational qualifications count in the performance tables. Another factor is the economic downturn and its likely impact on apprenticeship and other employment opportunities.

Curve: Percentage of young people who are NEET (April-Nov 2011)



What do children and young people think A diverse group of NEET young people were consulted as part of the development of the Children and Young People's Plan. Young people said that the current economic climate had a big impact on their employability, however they also experienced other difficulties in finding employment, education or training, such as: difficulties using the systems in Jobcentres; access to IT to apply for jobs or courses; lack of confidence; struggling with interview skills; travel and financial barriers; poor reading and writing skills; and coping with complex personal circumstances.

- What we have done**
- Work is continuing with schools to support them in meeting new statutory requirements for careers education and IAG responsibilities.
 - Leeds City Council has invested over £400,000 with matched funding from Leeds City College and Jobcentre Plus as part of the YOUth Inspire programme, managed by Learning Partnerships which will support 580 young people aged 16-24 to access the support and skills training needed to help them secure a job, apprenticeship or further work-related training.
 - In the autumn term high schools received NEET rates for 16-18 year olds (Years 12-14) previously at their school; allowing them to see outcomes for their former pupils and focus resources on current pupils at risk of becoming NEET.
 - Arrangements for administering the new 16-19 bursary scheme are now in place.
 - To increase parental engagement, parent and carer advice pages have been developed on Leeds Pathways. There is a development plan in place to ensure that labour market information that is accessible to young people and parents is available on Leeds Pathways. This will include video clips of local employers explaining the qualities they look for.

- New actions**
- The Education Business Partnership are making funding available for secondary schools to take up programmes that will help young people develop the skills they need to make the transition into work and improve their career management skills.
 - Training is being offered to primary schools about career-related learning in Key Stage 2. Some children growing up in workless households may assume that the world of work is not them; career related learning can help raise aspirations from a young age.
 - Plans are being developed to prepare for RPA, including identifying the needs of priority groups who do not engage with the current learning offer, through the 11-19 (25) Learning and Support Partnership and its sub-groups.
 - One of the priorities of the Child Friendly City programme is to increase work experience opportunities across the city; and to ensure that young people know where to go to find out about job vacancies, apprenticeships, work experience and careers IAG. Young people will be leading work to make this priority happen.
 - Increase understanding of the help available through Jobcentre Plus as a result of the introduction of the Youth Employment Support offer and the development of the Youth Contract.

What works locally
 Accurate data and tracking, increased information sharing and improved learning options have all contributed to reducing NEET. At the same time the loss of some funding and the economic downturn pose major challenges.

- Data development**
- Planning for systems and data transfer processes in preparation for the end of the Connexions service.
 - Improved data exchange agreements to reduce the tracking of young people who are in contact with other services, e.g., Jobcentre Plus and the National Apprenticeship Service.

Partners with a role to play Adult social care, schools and FE colleges, Connexions, housing services, young people, parents and family, employers, 14-19 confederations, Jobcentre Plus, offsite providers

Appendix 4

Raising the Participation Age (RPA) – Action Plan for Leeds

In Leeds actions to meet RPA have been identified across 6 areas set out in the DfE self evaluation tool:

1. **Understand the Cohort**
2. **Determine priorities**
3. **Manage Transitions and Tracking**
4. **Establish Support Mechanisms**
5. **Identify Provision Needs**
6. **Communicate the RPA message**

1. Understand the Cohort

Action	Partners	Responsible Officer / Group
Work undertaken with Children's Services to collate the information available on factors affecting participation and analyse its impact on planning for RPA. Analysis of young people who do not participate in learning after Year 11 to identify patterns and underlying reasons. Production of information on the cohort which is used to inform partnership planning by identifying key characteristics of young people who are not engaged in learning age 16 and 17. Including academic level / prior attainment to target L1/L2 for intervention / marketing over summer.		Head of Service Performance Management and Improvement
Data and information sharing project undertaken to identify processes and resources to track all young people. Systems agreed with learning providers for coordinated management of collection of data and transfer of information with minimum staffing requirement. Resource identified to undertake appropriate tracking of young people. Identifying ways of using data held by other services in an appropriate way to gather information on young people's participation in education. Project identifies database use and data collection systems for: the necessary reporting to DfE on participation; the local analysis of patterns of engagement in learning and the appropriate information sharing to improve progression for individual young people.	Children's Services, Schools, Colleges, other learning providers, Jobcentre Plus.	Head of Service Policy Planning, Information & Procedures

Action	Partners	Responsible Officer / Group
Data and information sharing arrangements are improved to ensure a co-ordinated approach to support for young people in identified priority groups who are most at risk of not engaging in learning. For example, sharing information on teenage parents to ensure appropriate learning opportunities and support arrangements can be put in place for this group of young people.		Head of Service Policy Planning, Information & Procedures
Have in place clear systems in every school to identify risk of NEET and identify appropriate support and progression planning for young people identified as “at risk” of not remaining in learning.		Secondary Heads
Identify numbers of young people who leave college, sixth form or training provision before completion of their course. Identify how many of those successfully transition to another learning opportunity, how many enter employment and how many become NEET. Use to establish good practice in retention of learners or transfer processes. Understand the reasons for young people dropping out, why and how young people are re-engaged and what will make a difference in the future.	Schools, Colleges	
Data on participation in learning becomes part of monitoring of performance by learning providers, clusters and other relevant partnerships. Establish communication channel and understand how information will be used, fitting with the national development of the destination measure for learning providers.		Deputy Director Learning, Skills & Universal
Development plan for Leeds Pathways common application process which allows collection of data to monitor progression and provide useful information to schools on young people’s applications during Year 11.		Skills for Life Lead
Appropriate systems for information sharing with learning providers, to inform the planning of the KS5 offer to young people and ensure the spaces required are available for young people. Systems in place for information to be shared between schools and post-16 learning providers.		

2. Determine priorities

Action	Partners	Responsible Officer / Group
Development of RPA strategy agreed by all key partners		11 – 19 (25) Learning & Support Partnership; Secondary Heads; College Principals
Prioritisation of actions to achieve RPA agreed across key partners. Resources identified to fulfil all actions on this plan.		11 – 19 (25) Learning & Support Partnership
Trajectory for full participation is shared with partners through the 11-19 LSP		Pupil and capacity planning

3. Manage Transitions and Tracking

Action	Partners	Responsible Officer / Group
Development of the role of cluster arrangements and planning processes to ensure discussion at a local level includes examination of engagement in learning up to the age of 18 and identification of local actions to increase participation. Identify a specific set of actions / interventions with named young people at risk of not progressing, including the use of targeted IAG services.	Cluster chairs & managers; Igen (Targeted IAG service)	Head of Service Targeted Service
Clusters evaluate the OBA actions and developments, which have been identified through the attendance and NEET plans, that relate to early intervention. Examples of good practice and mechanisms identified to share good practice across the LA and inform future planning at a cluster level.		Head of Service Targeted Service

Action	Partners	Responsible Officer / Group
Consideration of the requirements of RPA to be part of the planning for new targeted service delivery arrangements in the Youth Offer review. Identify specific outcomes and outputs for targeted service that will contribute to implementation of RPA.		Head of Service Young People & Skills
Establishment of good practice for schools in ensuring that there is an appropriate pathway after Year 11 in place for every young person, building on existing systems to ensure all young people have access to appropriate support for progression planning. Development of schools understanding of post-16 options available to ensure they meet statutory requirement to provide information to young people about all post 16 learning options. Systems in place to plan pathways for young people. Development of processes for September Guarantee so that schools have ownership of the process and the gathering of information.		Secondary Heads
Use of progression agreements and transitions processes to ensure good practice in place to manage the transition of young people from KS4 to appropriate post-16 learning, ensuring transfer of relevant information and knowledge between learning providers to support the needs of individual young people. Specific arrangements put in place for young people leaving the Teaching and Learning Centres and the BESD SILC.		Secondary Heads; College Principals; Training Providers
Development of Leeds Pathways as a source of information about learning and employment opportunities for young people and professional resources for staff. Development of the information and advice available to inform young people's decision making, including relevant labour market information.		Skills for Life Lead
Explore use of a range of interactive services to enhance the advice and guidance offer to all young people.		Skills for Life Lead
Development and analysis of the data available from Leeds Pathways on the learning provision demand from young people. Systems in place for data analysis to inform planning by learning providers on the offer made to young people. Look at match between applications, offers of learning and take-up of opportunities. Identify reasons		Skills for Life Lead

Action	Partners	Responsible Officer / Group
why young people do not take up their original choice of learning provision.		
Development of learning provision for teenage parents, particularly mothers age 16-18, to ensure enough suitable learning opportunities and childcare provision is available to allow the approximately 150 young mothers who are not engaged in learning to access provision. Maternity leave arrangements agreed across post 16 learning providers to allow young parents to have appropriate access to learning.	School sixth forms, colleges, training providers	11-19 (25) LSP
Review of childcare provision and arrangements in place to allow young parents to access childcare in order to engage in / return to learning. Development of arrangements to deal with short-term childcare needs.		Teenage Pregnancy & Parenthood Board
Examination of appropriate learning provision and support available to young people who are homeless or living independently. Systems in place, in partnership with housing support services, to prevent young people disengaging from learning due to housing difficulties.		Head of Service Young People & Skills; Head of Service Targeted Services
Examination of learning provision and support available for young people with special educational needs, particularly young people identified with behavioural difficulties. Use of progression agreements and transitions processes from KS4 to post-16 learning to ensure young people receive appropriate support to remain in learning. Review of section 139a and how this fits in to the statutory assessment process to ensure progression to post-16 learning is adequately planned to meet the needs of young people. Processes for young people at school action or school action plus who will not go through the Section139a assessment process, to ensure good practice in place to manage the transition of young people.		Statutory Assessment & Provision Lead; Readiness for Learning Lead

Action	Partners	Responsible Officer / Group
Review of progression routes for young people educated other than at school and those accessing off-site learning in KS4. Use of progression agreements and transitions processes from KS4 to post-16 learning to ensure young people receive appropriate support to remain in learning.		Readiness for Learning Lead
Identify numbers of young people who are formally excluded from a post-16 learning provider in order to establish whether systems are required to deal with young people who are excluded and will require an alternative learning place	Schools, Colleges	Skills for Life Lead

4. Establish Support Mechanisms

Action	Partners	Responsible Officer / Group
Strategic level agreement on the role of panels in dealing with support needs of young people to ensure participation in learning up to age 18. Clear identification of approach to be used in Care & Guidance Panels.		Head of Service Targeted Services
Participation advisor function is agreed by partners, staff identified that fulfil this role and suitable training on RPA put in place.		CSLT
Participation advisor function identification is part of work to inform the recommissioning of targeted progression services for April 2013.		
Development of a managed moves process for young people to be supported in transfer between post-16 opportunities / providers where appropriate. Analysis of systems currently used for managed transfer between courses, and between providers. Establish good practice amongst learning providers to deal with young people who wish to transfer whilst in post-16 learning provision.	Schools, Colleges	Skills for Life Lead

Action	Partners	Responsible Officer / Group
Data analysis used to identify barriers to young people's engagement in learning. Identification of support systems put in place where significant barriers are preventing a young person from engaging in learning, including expectations on acceptable timeframes for young people to remain out of learning whilst barriers are addressed.		Head of Service Targeted Services

5. Identify Provision Needs

Action	Partners	Responsible Officer / Group
Capacity, places and provision planning. Profile cohort by academic achievement and ensure the right number of entry level, level 1, 2 and 3 places are available in the post-16 learning offer.		
Develop systems to ensure young people's feedback can be used effectively to influence learning provision offer across Leeds.	Schools, Colleges	Voice & Influence Lead
Discussion with YPLA / EFA on future delivery of learning currently funded through higher cost routes, such as the ESF NEET provision, identify how the higher costs can continue to be financed after current funding ends		Deputy Director Learning, Skills & Universal
Strand in Apprenticeship strategy on JWT, looking at focused work with employers who have young people in JWT in order to identify opportunities. Identification of packages where young people are able to work and access training in order to meet the duty to participate whilst enabling young person to earn a wage. Learn from RPA pilot project in York to identify actions that can be taken with young people and employers in Leeds. Link to development of Employment Leads		Skills for Life Lead

Action	Partners	Responsible Officer / Group
Development of the systems for identifying learning provision needs of individual young people, so that local knowledge on the needs of young people from the clusters can be used to influence learning provision.		

6. Communicate the RPA message

Action	Partners	Responsible Officer / Group
Communication strategy to be developed in partnership with corporate communications team. Identify communication routes already in place that could be used to explain RPA to young people, parents, professionals and the wider public.		Skills for Life Lead
Identification of networks of frontline professionals working with young people and parents. Briefings on RPA to those networks. Training prioritised for staff fulfilling a participation advisor function within their job role.		Children's Services Leadership Team
Leaflets designed to explain changes to young people and parents / carers. Resources developed in partnership with young people.		Skills for Life Lead
Development of materials available on Leeds Pathways including resources for professionals and information within parents / carers section and information / advice section.		Skills for Life Lead
Letters sent to all parents / carers by local authority to explain RPA. Identification of opportunities where information is sent to parents to include information on RPA.		
Identification of websites controlled by LCC and other public sector organisations, which are used by young people. Appropriate messages on RPA displayed on these websites.		Corporate Communications

Action	Partners	Responsible Officer / Group
Identification of possibilities for use of local press to publicise message to young people and parents / carers.		Corporate Communications
Discussion with other Yorkshire and Humber local authorities on a possible regional approach to communication of the message to young people, parents / carers and professionals using local media.		Skills for Life Lead

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Programme	Provider	Age	Eligibility	Start Date	Last referral/ start date	End Date
<p><u>Work Choice</u> Work Choice is a single streamlined service providing flexible support that is responsive to an individual's employment needs whatever their disability.</p>	Pluss Remploy	18+	Customer must be of working age and disabled as defined by the Equality Act 2010.	25/10/2010	n/k	10/2015
<p><u>Jobcentre Plus Support Contract</u> - Jobsearch support for those individuals closer to the labour market.</p>	A4E	18+	Claiming JSA over 6 month (early entry categories apply), NDLP, NDP, carers	15/12/09	n/k	14/12/15
<p><u>Work Together</u> Work Together aims to help unemployed customers improve their chances of securing work by increasing their take-up of volunteering as a means of preserving, or enhancing their skills and motivation.</p>		18+	Work Together placements are entirely voluntary and customers will continue to receive any benefits to which they are entitled, whilst attending subject to continued benefit eligibility conditions being met.	10/2010	n/k	TBC

Provision available after 1 July 2011

Programme	Provider	Age	Eligibility	Start Date	Last referral/ start date	End Date
<p><u>Work Clubs</u> Work Clubs introduced to help unemployed customers into work before they become eligible for the Work Programme by developing a network of local venues where unemployed people can meet, share contacts and ideas and support each other through the job seeking process.</p>		18+	Work Clubs are open to all benefit recipients although they will primarily be aimed at unemployed jobseekers from Day 1 of their claim until they are referred to the Work Programme.	10/2010	n/k	TBC
<p><u>One to one Coaching</u> session - Individual session with Next Step adviser.</p>	Next Steps	18+	Claiming JSA under 6 months	02/08/09	This will be ongoing supported by co-location on sites. Funding is available for Next Steps and will not have an impact on service delivery LMS opportunity details will be issued	
<p><u>Apprenticeships</u> Apprentices work alongside experienced staff to gain job-specific skills. Off-the-job training, usually on a day release basis, apprentices receive training with a local training provider such as a college.</p>	Various	16+	Apprenticeships are open to all age groups (above 16 yrs) whether you are just leaving school, have been working for years or are seeking to start a new career.	N/A	Ongoing There is a simple registration process that enables the National Apprenticeship Service to understand the identity of individuals and organisations using this portal. www.apprenticeships.org.uk to register and access the Apprenticeship Vacancy Matching Service (VMS).	N/A

Programme	Provider	Age	Eligibility	Start Date	Last referral/ start date	End Date
<p><u>New Enterprise Allowance Clubs</u></p> <p>Drop in service for customers who require support to become Self Employed.</p>	Various		<p>All JCP customers, who have a business idea & are interested in self employment; would welcome referrals from unemployed Graduates</p> <p>See DPT for details of</p>	03/11		
Additional funding – Further updates awaited						
<p>From 1.4.11 to 31.7 11 – new SFA provision funded via ESF. Similar to current provision but not as prescriptive re age and length of unemployment. Details yet to be finalised.</p>	TBC			April 2011		TBC
<p>From 1.8.11 – Core Adult Skills via Colleges and training organisations to meet JCP customer demand.</p>	TBC			August 2011		TBC

Programme	Provider	Age	Eligibility	Start Date	Last referral/ start date	End Date
From 1.8.11 - further ESF provision to include Sector Routeway type provision, Basic Skills and provision for those under notice of redundancy or who have been made redundant.						
<p><u>Service Academies</u></p> <p>Service Academies will offer pre-employment training and work placements for unemployed people. The support will be flexible and responsive to meet the skills needs of those seeking work and the requirements of employers. (Service Academies will be introduced later in 2011)</p>						

*To Note – Non Contracted Provision within each Cluster and across West Yorkshire is available to our Customers, this information is available on the DPT

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GET LEARNING.
GET QUALIFIED.**

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If you would like to try out College before you start a full-time course, there will be a shorter course here for you. We use specialist knowledge and skills to help you prepare to move on in education, training and employment. Even if you are not sure about what to learn at college, contact our team and we will help you to choose a course which is right for you.



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 t: 0845 045 7275
 e: course.enquiry@leedscitycollege.ac.uk

COURSE TITLE	NUMBER OF WEEKS	ENTRY LEVEL	LEVEL 1	LEVEL 2	LEVEL 3
Engagement: Hair and Beauty	4	2, 3			
Engagement: Aspirations	5	2, 3			
Business Administration	6		●		
Customer Service	6		●		
Engagement: Gym	6	2, 3			
Engagement: DJ and Music Workshop	6	2, 3			
Employability	6		●		
Retail Knowledge	6		●		
BTEC Award for IT Users	9	3	●		
Access to Apprenticeships	10	3	●		
Engagement: Supporting Achievement in Learning (SAIL)	10	1-3	●		
ESOL Speaking and Listening	10	MULTI - LEVEL			
Exercise and Fitness	10		●		
Exercise Studies	10		●		
Hair and Beauty	10		●		
Hair and Beauty Taster	10	3			
Introduction to Hair and Beauty	10	3			
Introduction to Landbased	10		●		
Prepare to Care	10	3	●		
Principles of Food Preparation	10		●		
Health and Social Care	12	3			
Introduction to Early Years Practice	12		●		
Prince's Trust	12	3			
Sports Leader Award	12			●	
Teenage Parent Programme	12		●		
Exercise Health and Nutrition	13			●	
Introduction to Brickwork	14		●		
Introduction to Electrical Installation	14		●		
BTEC Certificate in Arts and Media	15			●	
BTEC Certificate in IT	16			●	●
Beauty Care	20		●		
Hairdressing	20		●		
Pathfinder	20	3			
Administration	24		●		
Teaching Assistant	24			●	

KEY: ● LEVEL 1 ● LEVEL 2 ● LEVEL 3

Building Engagement, Building Futures:

Our Strategy to Maximise the
Participation of 16-24 Year Olds in
Education, Training and Work

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Ministerial Foreword

Increasing the participation of 16-24 year olds in education, training and work not only makes a lasting difference to their individual lives, but is central to our ambitions to improve social mobility and stimulate economic growth.

The radical programmes of reform that the Government has put in place for schools, vocational education, skills and welfare will all make a significant difference to young people's opportunities and support. We know that our young people are dynamic, focused and keen to take up these opportunities – we will shortly set out in *Positive for Youth* our overall vision for young people aged 13-19 and for a society that helps and supports them.

We must not underestimate the scale of the challenge – 1.16 million 16-24 year olds are not in education, employment or training and some young people remain out of learning or work for long periods. We know that stretches of unemployment whilst young can have a negative impact on an individual's long term prosperity, health and well-being. We also know that disadvantaged and vulnerable young people are at greater risk of long term disengagement. We need a new approach to encourage this group to realise their potential and to break the inter-generational cycle of disengagement.

But in order to meet this challenge we first need to understand the nature of the issue. In fact, more 16-18 year olds are participating in education or training than ever before and gaining the qualifications and skills they need to get good jobs. Unemployment rates for young people have risen, but remain lower than during previous recessions and a high proportion of those who are not in education, employment or training will quickly find work or start courses without additional intervention.

In *The Plan for Growth*¹, we set out how we will create the conditions for economic growth and recovery, helping to reduce cyclical youth unemployment. This strategy is all about ensuring that young people are in the best possible place to realise those opportunities as the economy picks up.

That is why we are committed to raising the participation age so that all 16 and 17 year olds are in education or training by 2015, transforming vocational education following the Wolf Review, increasing the number of Apprenticeships for young people, taking forward the reforms in the Special Educational Needs Green Paper², providing skills training for young adults who have not yet achieved Level 3 and putting in place personalised support through the Work Programme for those who are unemployed.

¹ HM Treasury, Department for Business, Innovation and Skills, *The Plan for Growth* (March 2011)

² Department for Education. *Support and Aspiration: A new approach to special education needs and disability* (March 2011)

But we want to go further still. We have announced a new package of reforms to Apprenticeships that includes at least 40,000 incentives for small businesses to take on a young apprentice and action to address the bureaucracy that can discourage employers from offering these vital opportunities. On 25 November, the Deputy Prime Minister announced the Government's new Youth Contract, worth almost £1 billion, which will support some of our most vulnerable 16-17 year olds to re-engage in education, Apprenticeships or jobs with training and provide wage incentives and Work Experience places for up to 410,000 18-24 year olds over the next three years.

We are publishing this document jointly because the Government recognises the need for coherent policy approaches across education, training, skills and employment. The shared aim of all these elements of the system must be to help every young person make progress towards adult life and successful careers. We want to ensure that all services align in the best possible way to serve that shared purpose.

We owe our young people the very best support on their journey from school or college into the world of work. This strategy sets out how we will support *all* young people to develop the skills, qualifications and experience they need – to succeed in their careers and make a positive contribution to our society and economy.



A handwritten signature in black ink, appearing to read 'John Hayes', with a long horizontal line underneath.

John Hayes MP
Minister of State for Further Education, Skills and Lifelong Learning



A handwritten signature in black ink, appearing to read 'Tim Loughton', with a long horizontal line underneath.

Tim Loughton MP
Parliamentary Under Secretary of State for Children and Families



A handwritten signature in black ink, appearing to read 'Chris Grayling', with a long horizontal line underneath.

Rt Hon Chris Grayling MP
Minister of State for Employment

Executive Summary

(i) The majority of young people succeed in education and make a positive transition to adult life and the world of work. But we face a very real challenge in terms of opportunities for young people, with 1.16 million young people in England aged 16-24 not in education, employment or training (NEET):

- 150,000 are 16-17 year olds who may need additional opportunities or support to re-engage in education or training;
- 523,000 are 18-24 year olds who are unemployed, not in education, and looking for work. 249,000 have been unemployed for over six months and may need significant help to find work; and
- 490,000 are 18-24 year olds who are economically inactive. Of these, 371,000 are looking after family or home, or are sick or disabled. The remaining 119,000 are inactive for a wide range of other reasons.

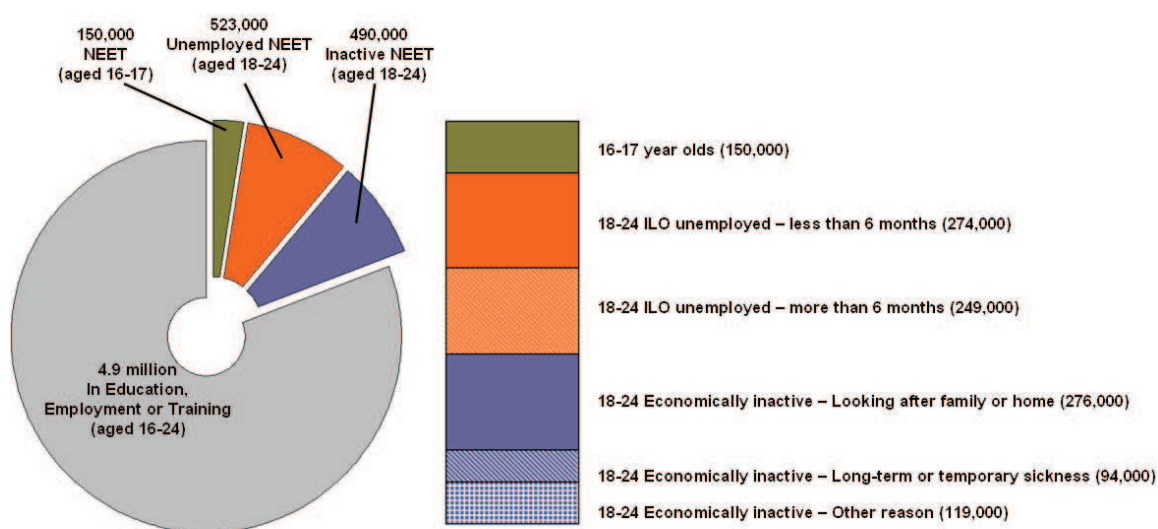


Figure 1 – Breakdown of 16-24 year olds NEET (Labour Force Survey, Quarter 3 2011)

(ii) There are many reasons why people spend time not in education, employment or training. Most young people only spend a short time NEET before starting a course or taking up work or training. But others need more help if they are to avoid an extended and potentially damaging period outside learning or work.

- (iii) Increases in unemployment have been driven by long-term factors including structural changes to the economy and more recent economic challenges brought about by the recession. The impact of these has been greater on young people.
- (iv) Addressing this issue is of paramount importance to young people, to society and to our economy. Young people who are currently not participating are more likely than their peers to have low skills, to go on to be unemployed in the future, to earn less and to suffer from poor health or depression, which can have an impact well into adult life. This can fuel an inter-generational effect that acts as a block to social mobility. We want to minimise both the long and short-term impact of young people being NEET and ensure that all 16-24 year olds, including the most disadvantaged, get the opportunities and support they need to have the best possible start to adult life. This is also in the interests of our economy as we know that a fifth of the gap in productivity between our country and some of our key competitors is directly due to a lack of skills.
- (v) This strategy sets out how our existing strong reforms to schools, vocational education, skills and welfare provision will all help to increase the number of young people who are engaged in education, training and work. But the scale of the challenge means that in some areas we need to go further, in particular to help the most vulnerable, who are at risk of long-term disengagement. An overview of our strategic priorities is set out below:

Our Strategic Priorities

Alongside creating the conditions for balanced and sustainable growth in the wider economy, we have five priorities for action to maximise the proportion of 16-24 year olds who are participating in education, training and work:

Priority 1: Raising educational attainment in school and beyond to ensure that young people have the skills they need to compete in a global economy;

Priority 2: Helping local partners to provide effective and coordinated services that support all young people, including the most vulnerable, putting us on track to achieve full participation for 16-17 year olds by 2015;

Priority 3: Encouraging and incentivising employers to inspire and recruit young people by offering more high quality Apprenticeships and work experience places;

Priority 4: Ensuring that work pays and giving young people the personalised support they need to find it, through Universal Credit, the Work Programme and our Get Britain Working measures; and

Priority 5: Putting in place a new Youth Contract worth almost £1 billion over the next three years to help get young people learning or earning before long term damage is done.

- (vi) **Chapter 1** explores the characteristics of young people who are not participating and our understanding of the issue.
- (vii) **Chapter 2** sets out our plans for early intervention and radical reform of the education system. Attainment at 16 is the single most important factor in securing young people's participation and future achievement. We will raise the attainment of all pupils and prepare them for post-16 participation by:
- Giving parents and families the support they need to encourage and help their children to develop, learn and participate at all ages;
 - Ensuring that all front line services working with young people and their families understand the benefits of participation and are provided with the information and tools they need to support young people to participate;
 - Giving schools greater freedom, improving the curriculum and addressing poor behaviour, as well as helping young people to make the right choices by giving schools responsibility for securing access to independent and impartial careers guidance for pupils in Years 9-11, and consulting on the extension of this age range;
 - Supporting the development of "I Am...", an innovative website where young people can shape their futures and improve the likelihood of finding fulfilling employment;
 - Providing additional support for the most disadvantaged young people, who are at greatest risk of disengaging; and
 - Improving accountability to incentivise schools to focus on young people's destinations.
- (viii) **Chapter 3** sets out our plans for achieving full participation of 16-17 year olds in education and training, so that all young people have the opportunity to build the experience and qualifications they need for successful employment and adult life. We will do this by:
- Raising the participation age to 17 in 2013 and 18 in 2015;
 - Targeting greater investment on Apprenticeships for young people so that they can gain skills and qualifications through a real paid job, while making it quicker and easier to take on an apprentice, and ensuring every Apprenticeship consistently delivers high quality training;
 - Reforming vocational education through new coherent 16-19 programmes of study, including work experience;
 - Enabling local authorities to fulfil their statutory duties to support young people to participate, including disadvantaged young people, by implementing the proposals in the Special Educational Needs Green Paper;
 - Addressing financial barriers to participation through better targeted support, including the new £180 million 16-19 Bursaries Fund; and

- Introducing a new programme, as part of the Youth Contract, to support disengaged 16-17 year olds to participate in education, an Apprenticeship or a job with training.
- (ix) **Chapter 4** outlines how we will help 18-24 year olds to engage in education and training, by:
- Launching the National Careers Service, which will provide information, advice and guidance about careers and learning, covering further education, Apprenticeships, other forms of training and higher education;
 - Introducing a new approach to public information so that from September 2012, each university will publish a Key Information Set on its website, providing easily comparable information on a course by course basis;
 - Reforming the Apprenticeship programme, maximising the number of Apprenticeships for 18-24 year olds as well as 16-17 year olds and promoting the uptake of Advanced Level and Higher Apprenticeships;
 - Providing further education and training opportunities focused on the needs of young people, and those seeking work;
 - Fully funding 18-24 year olds to gain their first Level 2 or 3 qualification;
 - Supporting the development of progressive routeways to jobs and Apprenticeships, looking particularly to promote the effective use of flexibilities in the skills system and the Work Programme to best meet the needs of young people;
 - Ensuring that qualifications meet the needs of both employers and young people;
 - Continuing to widen participation in higher education.
- (x) **Chapter 5** sets out our plans for supporting 18-24 year olds into employment, by:
- Creating the conditions for growth within the economy and the labour market, including through getting remuneration levels right for young people;
 - Working with employers to make a clear case for the benefits of recruiting young people, and jointly investing in projects to create opportunities;
 - Strengthening partnership between Jobcentre Plus, colleges, training organisations and employers to offer young people coordinated support;
 - Helping those who are ready to work through Universal Credit and our Get Britain Working measures, including Work Experience;
 - Supporting those who are at risk of long term unemployment through the Work Programme; and
 - Helping young disabled people, including those with the most complex needs, back to work through the Work Choice Programme and Access to Work.

- (xi) A key element of our approach is the offer of additional support to unemployed 18-24 year olds as part of our new Youth Contract. This aims to help get young people working or learning quickly before their long term prospects are damaged. As we are providing more support and more opportunities for young people, we also expect more in return. Those failing to engage positively with the Youth Contract will be considered for Mandatory Work Activity. Those who drop out of a Work Experience place or a subsidised (or other) job without good reason will lose their benefits.
- (xii) The Youth Contract will include an offer of a Work Experience or sector-based work academy place for every unemployed 18-24 year old who wants one (after they have been on Jobseeker's Allowance for three months). In total, we will provide an additional 250,000 places over the next three years. Young people aged 18-24 will receive extra support from Jobcentre Plus, including weekly, rather than fortnightly signing from month five of a Jobseekers' Allowance claim and extra Personal Adviser time from month three. They will also be able to access a careers interview from the National Careers Service in the first three months of their claim. To give them a step up into employment, we will also provide 160,000 wage incentives of £2,275 to make it easier for employers to take on young people. Alongside our existing programmes of reform and our plans to support the growth of 16-24 Apprenticeships, in total the Youth Contract will provide additional support for up to 410,000 18-24 year olds over the next three years.
- (xiii) **Chapter 6** sets out our plans to support 18-24 year olds on inactive benefits and those in disadvantaged groups. These plans include:
- Where appropriate, supporting young people on inactive benefits towards education, training and employment;
 - Working with the voluntary and community sector to provide additional support to young people to move into productive activity through the Innovation Fund, giving providers a real chance to develop innovative solutions through social investment models;
 - Empowering the staff who run services to set up public service mutuals to take over the services they deliver by exercising new Rights to Provide across the public sector;
 - Improving data sharing between agencies, particularly at transition points, to ensure individuals' needs are best met; and
 - Providing targeted support for specific groups of young people such as lone parents, those with health problems, disabled people including those with learning difficulties and/or disabilities, young carers, offenders, substance misusers and care leavers.
- (xiv) This strong combination of current action and new reforms will help to ensure that more of our young people make a successful transition from education into work, bringing benefits to themselves, the economy and wider society. Whilst this strategy applies to England only, a number of the

policies covered apply across the United Kingdom, such as those of the Department for Work and Pensions, and the Government will work with the devolved administrations on areas of shared interest.

Chapter 1: Understanding the Issue

1.1 The majority of young people succeed in education and make a positive transition to adult life and the world of work. More than 96% of 16 year olds and 87% of 17 year olds were participating in education or work-based learning at the end of 2010 – more than ever before³. But latest figures show that we face a very real challenge, with 1.16 million young people in England aged 16-24 not in education, employment or training (NEET):

- 150,000 are 16-17 year olds who may need additional opportunities or support to re-engage in education or training;
- 523,000 are 18-24 year olds who are unemployed, not in education, and looking for work. 249,000 have been unemployed for over 6 months and may need significant help to find work; and
- 490,000 are 18-24 year olds who are economically inactive. Of these, 371,000 are looking after family or home, or are sick or disabled. The remaining 119,000 are inactive for a wide range of other reasons.

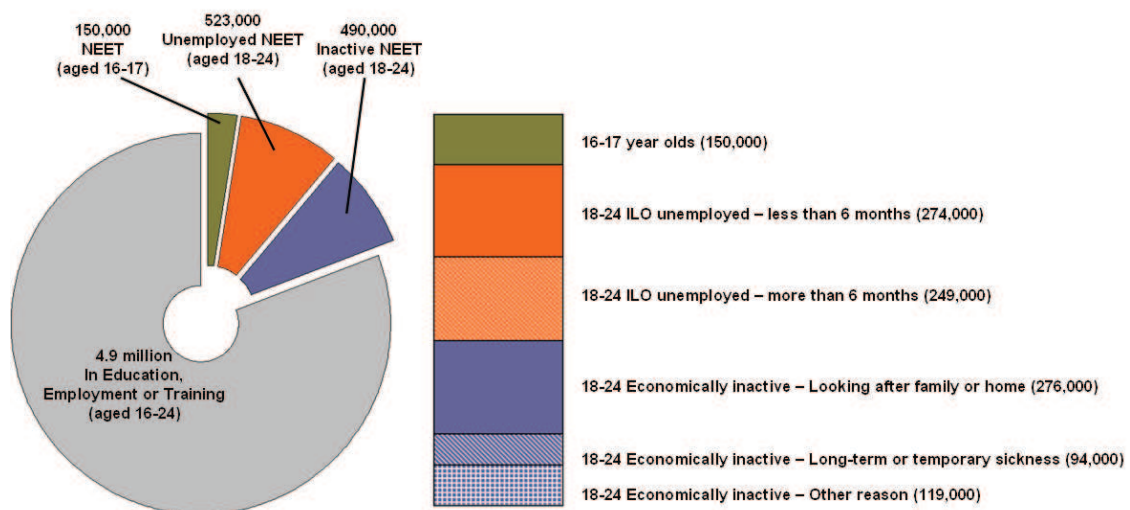


Figure 1 – Breakdown of 16-24 year olds NEET (Labour Force Survey, Quarter 3 2011)

³ Department for Education. *Participation in Education, Training and Employment by 16-18 year olds in England* (June 2011). The official data on 16-18 year olds is published annually in June. End 2010 figures are the latest available. Figures used in this document are for England unless otherwise stated.

Causes of young people's non-participation

1.2 Beneath these headline statistics, the characteristics of young people who are not participating vary significantly. We therefore need to start with a clear understanding of the problems we are trying to address. There are many reasons why people spend time not in work or study: some are on a gap year or waiting to start a job or a course they have already found, others are looking after young children or have an illness or disability. Most young people only spend a short time NEET before starting a course or taking up work or training. But others need more help if they are to avoid an extended and potentially damaging period outside learning or work.

1.3 There is no doubt that the recession has had a major impact on the participation and unemployment rates of young people. Figure 2 shows the proportion of 18-24 year olds NEET since 2001 and it is clear that from 2008 the recession saw this rise quickly. However, it is also evident that the proportion of 18-24 year olds NEET was rising before the recession took hold. Having been broadly stable since 1998, the proportion of young people NEET rose steadily from 2004, despite economic growth. This shows the impact of longer-term structural and demographic changes to our economy and society, as well as failures in our education system to ensure successful transitions for all young people.

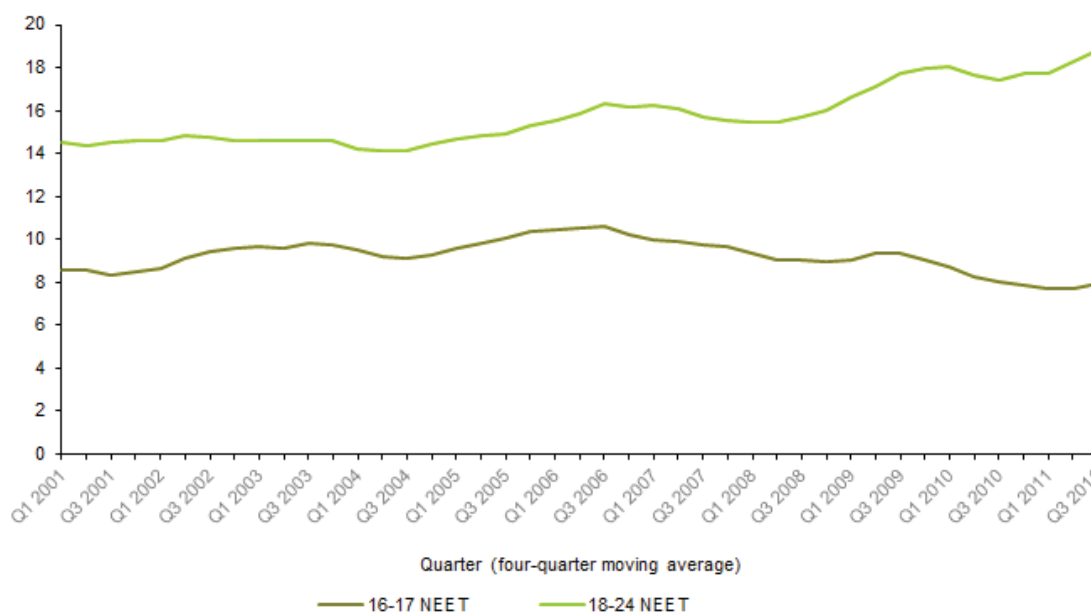


Figure 2 – Proportion of 16-17 and 18-24 year olds NEET (Labour Force Survey⁴)

1.4 Youth unemployment in the UK now stands at over 1 million. Some 297,000 of these young people are in full-time education and looking for predominantly part-time work. Rises in unemployment have been driven by longer-term factors including structural changes in the economy. This has altered the nature of the youth labour market, reducing the number of entry level jobs and increasing employers' demand for higher skills.

⁴ Department for Education. *NEET Quarterly Brief* (England figures. November 2011)

- 1.5 There have also been significant demographic changes, with the cohort of people entering the labour market now significantly larger than ten years ago. The ratio of the youth to adult population in England is very high and since 2000, the 16-24 age group in the population has grown from 5.1 to 6.1 million. This has increased pressure on the available employment opportunities, at the very time when the recession hit.
- 1.6 Although the recession was wide ranging and its impact has been felt by all demographic groups, it is young people who have experienced the greatest challenges (Figure 3). The number of long-term unemployed young people doubled between 2008 and 2010 and currently stands at 225,000. Although youth unemployment levels today are lower than in previous recessions, there is a clear case for action to address this issue.

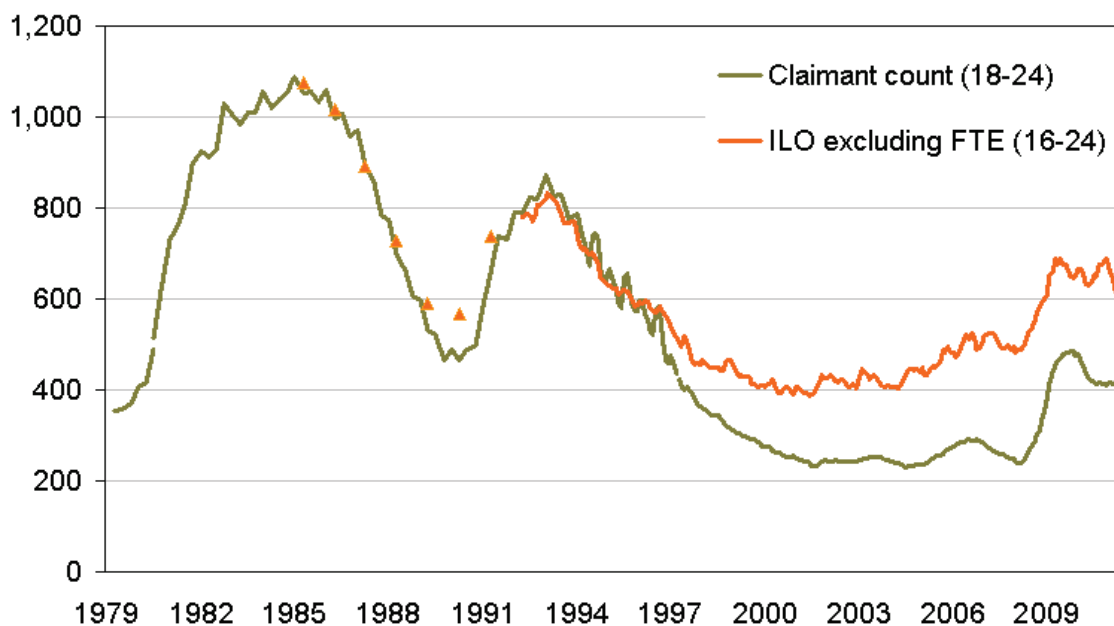


Figure 3 – Youth unemployment, claimant count and International Labour Organisation definitions (UK figures, excluding full-time education)

Understanding young people's non-participation

- 1.7 We know that many young people will spend a short period not in education, employment or training, but relatively few spend a long period disengaged. In the three years following compulsory education, nearly a third of young people experience at least one period NEET, such as over the summer or between courses, but only 1% are NEET at ages 16, 17 and 18. Similarly, for those who experience a period of unemployment, it is usually short. Even in the recession, 60% of 18-24 year old claimants have moved off Jobseeker's Allowance within the first three months, 80% in six months and 90% in nine months. So it is important to distinguish in our strategy between the positive opportunities needed for the vast majority of young people who are NEET to re-engage and the more intensive support required for the

small group who may be NEET for long periods.

- 1.8 Attainment at 16 and the qualifications achieved by an individual are the most important factors in determining later participation and attainment. By the age of 18, 45% of those with no reported qualifications had spent more than a year NEET, compared to 4% of those with 5-7 GCSEs at A*-C⁵. Approximately 75% of young people unemployed for more than six months have qualifications below Level 2. Employers also tell us that English and maths are particularly important core criteria when they recruit. Increasing the attainment of young people, particularly in English and maths, is therefore an integral part of our strategy, both in schools (Chapter 2), for 16-17 year olds through our new programmes of study (Chapter 3) and for 18-24 year olds who have not had the opportunity to get these key qualifications (Chapter 4).
- 1.9 The relationship between disadvantage and performance in school leads to a long lasting link between disadvantage and young people's likelihood of participating. It is striking that 16 year olds who receive free school meals are more than twice as likely to be NEET than those who do not, and they are nearly four times more likely to "drop out" of education, employment or training by the age of 19. Tackling this link between disadvantage, attainment and participation is central to addressing wider issues of social mobility. This underpins our strategy at all stages, from the Pupil Premium in schools (Chapter 2) to additional support for disadvantaged young adults through the skills (Chapter 4) and benefits systems (Chapter 5). It is also at the heart of Positive for Youth, which will shortly set out the value of youth work and other out-of-school services in helping young people to overcome disadvantage.
- 1.10 Partly as a result of lower levels of attainment, disadvantaged groups of young people are at significantly greater risk of becoming NEET. Evidence shows, for example, that despite increasing rates of participation at 16-17, 30% of young people who had statements of special educational needs at 16 were NEET at 18, compared to 13% of their peers⁶. Nearly 40% of teenage mothers leave school with no qualifications⁷ and only 29% are in education, employment or training. Young people who are in care or leaving care are also at particular risk of becoming NEET.
- 1.11 Of those who are NEET for longer than a few months, many are either looking after young children and receiving lone parent benefits or are inactive because they are ill or disabled. These groups need particular support to understand the options available, and to begin to move towards training or employment. Throughout our strategy, we are

⁵ Department for Education. *Youth Cohort Study and Longitudinal Study of Young People in England: The Activities and Experiences of 18 year olds: England 2009* (July 2010)

⁶ National Audit Office. *Oversight of special education for young people aged 16-25* (November 2011)

⁷ Office for National Statistics. *2001 Census* (April 2001). Data from LSYPE, which is more recent, but based on a relatively small sample size, showed that 28% of teenage mothers left school without any GCSEs at A*-C.

focusing more support on vulnerable young people and those who are at greater risk of disengagement. Our support for vulnerable 16-17 year olds forms part of Chapter 3, whilst the additional help available to vulnerable 18-24 year olds is set out in Chapter 6.

- 1.12 As outlined above, there are a number of structural, demographic and economic factors that are affecting the youth labour market. We must ensure that young people are able to make a successful transition into work, That is why we are focused on ensuring that all young people reach the age of 18 with the skills they need (Chapter 3), giving those who did not achieve at Level 2 or Level 3 a second chance to do so by the age of 24 (Chapter 4) and supporting unemployed young people back into work and providing additional support through the Youth Contract (Chapter 5).

Consequences of young people's non-participation

- 1.13 Participating in education, employment or training can have positive effects long into adulthood. Participating and achieving qualifications dramatically increases young people's lifetime earnings – for example, people with an Advanced Level Apprenticeship earn between £77,000 and £117,000 more over their lifetimes than those without, whilst the employment rate of adults with a Level 2 qualification is twice that of those without qualifications. By contrast, where they are not participating, young people are at greater risk of protracted unemployment, poor health, depression and a criminal record⁸, all of which have significant social and economic costs.
- 1.14 As we have seen, young people from families that are workless or have lower incomes are twice as likely not to be participating than their peers. This can result in an inter-generational cycle of disadvantage, low skills and unemployment. As was recognised in the Social Mobility Strategy⁹, young people not participating in education, employment or training is therefore a significant impediment to real social mobility.
- 1.15 The UK continues to perform poorly compared to other OECD countries – as shown in Figure 4, we had the eighth highest rate of 15-19 year olds NEET at the beginning of 2009. This has a knock on effect on our economy. We have lower productivity than other nations and almost a fifth of that gap with our key competitors is explained by lack of skills in the working age population. Increasing participation and attainment will therefore make a significant contribution to economic growth. Recent OECD research estimates that raising the attainment of UK pupils in cognitive skills tests to the level achieved by Finland would increase the UK's growth rate by 0.5%, once the whole labour force had reached the higher level of educational performance.

⁸ British Birth Cohort Study in Social Exclusion Unit. Bridging the Gap (1999)

⁹ Cabinet Office. *Opening Doors, Breaking Barriers: A Strategy for Social Mobility* (April 2011)

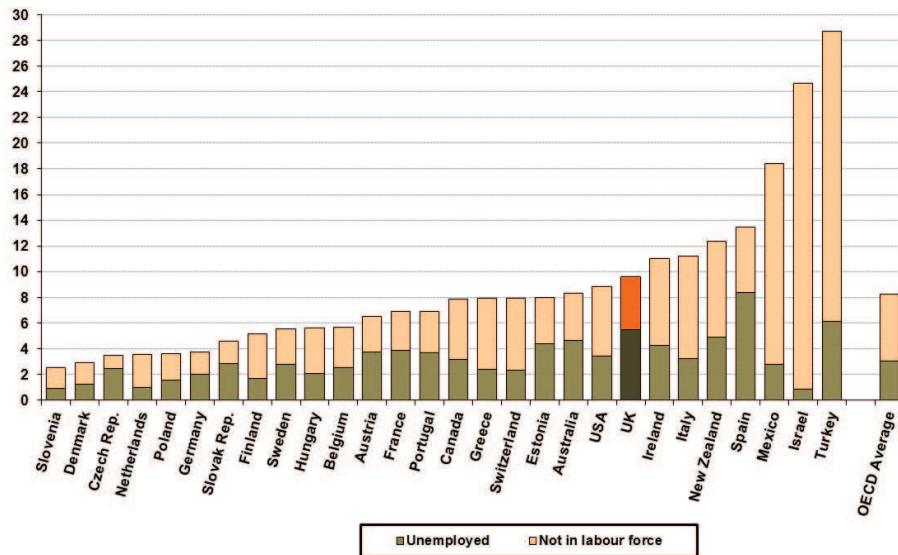


Figure 4 – Proportion of 15-19 year olds NEET in OECD countries at the end of 2008 (OECD, 2011: *Education at a Glance 2011: OECD Indicators*)

1.16 By understanding and addressing the underlying causes of disengagement, our strategy can therefore have a positive impact on young people, our society and the economy. The next chapter looks at this from the very start of a young person’s life, ensuring that their early support and education prepares them for post-16 participation.

Chapter 2: Early Intervention and Attainment at 16

- 2.1 As Chapter 1 made clear, attainment at the age of 16 is the single most important factor in determining young people's participation and achievement post-16. The most effective thing that we can do to increase participation in future is to drive up attainment for all young people, including disadvantaged young people, and intervene early to prevent issues that can become barriers to participation. For some young people who face the most complex barriers, such as those with severe learning difficulties and/or disabilities, we need to ensure that they have access to the opportunities and support they need to achieve their aspirations and fulfil their potential.

Intervening early at every stage

- 2.2 Evidence shows that some of the factors that get in the way of young people's participation can become apparent early in life or emerge during school years. That is why we are investing from the earliest years and throughout children's schooling to set them on the right track towards post-16 education and training and prevent those young people who are at greatest risk of becoming NEET from disengaging.

Early Years

- 2.3 Evidence shows that gaps in the attainment of richer and poorer children can open as early as 22 months and have implications for achievement right through to adulthood. Within the foundation years we are committed to retaining a network of high-quality Sure Start Children's Centres, accessible to all families, but focused on those in greatest need. To further address disadvantage from the outset, we are extending the free 15 hours of early education from all three and four year olds to the 40% most disadvantaged two year olds, giving these children a firm base to achieve higher levels of attainment when they start school.
- 2.4 We have reviewed the Early Years Foundation Stage so it is focused much more clearly on getting children ready for education and learning, and we are providing additional funding and support for the teaching of phonics in primary schools. From June 2012, a new phonics reading check will be introduced for all Year One pupils to help identify early those children who need additional support with reading. This

intervention in the early years will ensure that children build a strong base of learning and development that sets them on the right track for achievement and participation post-16.

Supporting parents and families

- 2.5 Clearly, parents and families have a key influence on the lives of young people and play a crucial role in helping them to form realistic and ambitious aspirations for their future. It is essential that we give parents and families the support they need to encourage and help their children to develop, learn and participate at all ages. As well as the targeted support provided by Parent Support Advisers, we are funding eleven voluntary and community sector (VCS) organisations to deliver specialist online and telephone support services over the next two years.
- 2.6 Young people from families with multiple problems are often at the greatest risk of not participating. We are committed to turning around the lives of around 120,000 of the most troubled families by the end of this Parliament. The Department for Communities and Local Government has established a new Troubled Families Team, whose first priority will be to put in place an action plan that incentivises services to work together around families. Approaches such as intensive Family Intervention or Multi-Systemic Therapy, which works with young people with severe conduct disorder, can make a real difference to the lives of young people, their families and communities. We will also invest £200 million of funding to help the most troubled families to overcome barriers to employment.
- 2.7 Teenage parents and their children are also benefiting from the Family Nurse Partnership, an evidence-based, preventative, intensive home visiting programme for vulnerable first time teenage mothers and their babies. We are committed to doubling the number of places on the programme by 2015.

Risk of NEET Indicators

- 2.8 Some problems can emerge in the teenage years and so the early intervention approach is just as important for those young people who are nearing the age of 16. Schools have the key role in identifying and supporting pupils who are at greatest risk of disengagement and ensuring that they receive the support and advice they need to move on into a successful post-16 destination. A number of local authorities and schools, including in Medway and Worcestershire, are building on the knowledge and expertise of teachers to develop Risk of NEET Indicators. These analyse detailed local data to establish the factors associated with those young people who disengage post-16. This enables schools and other local services to target their support much more effectively on those pupils in Years 9, 10 and 11, who are most likely to disengage and to prepare them for a successful transition to

education and training, reducing the flow of young people becoming NEET¹⁰.

Wider services for young people

- 2.9 Young people who are not participating and their families often face a range of complex problems and may be in touch with a number of local services. For young people who are at risk of disengaging, relationships with other trusted adults in the community, including youth workers, can be crucial to maintaining their participation. We will ensure that all the front line services working with young people and their families understand the benefits of young people's participation and will provide them with the information and tools they need to support these young people into education and training.
- 2.10 We will shortly set out in Positive for Youth the ways in which wider services for all young people can help them to develop the aspirations and skills they need to participate and succeed in learning, and overcome any specific barriers they may face. Youth workers and other professionals and volunteers have a key role in supporting young people's personal and social development and helping them avoid negative outcomes such as teenage pregnancy, substance misuse or crime, thereby supporting their educational attainment and readiness for work.

Raising educational attainment at 16

- 2.11 Attainment at school is the most influential factor in securing young people's participation and future success and the best protection against becoming NEET. We have set out in The Importance of Teaching¹¹ a clear programme of fundamental reform that will help to raise standards for all young people so that by the age of 16 they are well-equipped to go on to positive participation in education or training and on into work by:
- Giving schools more freedom and flexibility to meet young people's needs;
 - Ensuring the curriculum encourages and prepares children and young people for future success;
 - Improving behaviour and attendance, which can be a very significant factor in future participation;
 - Providing targeted support to the most disadvantaged, who are at greatest risk of disengaging; and
 - Improving accountability to incentivise schools to focus on young people's destinations.

¹⁰ More information on Risk of NEET indicators and examples of how areas have developed them, are available on the DfE website: <http://www.education.gov.uk/16to19/participation/rpa/a0075564/raising-the-participation-age-rpa-locally-led-delivery-projectstrials>.

¹¹ Department for Education. *The Importance of Teaching: The Schools White Paper 2010* (November 2010)

Increasing freedoms and flexibilities

- 2.12 The most important priority for helping schools to improve participation and attainment is giving them the freedom and flexibility to meet the needs of their individual pupils. Building on international evidence, we are devolving power to head teachers by greatly increasing the number of Academies and introducing new Free Schools. The latest GCSE results¹² show that attainment in Academies has improved twice as fast as in maintained schools.
- 2.13 These increased freedoms are also enabling the development of new kinds of institutions that will meet the needs of groups of young people who might otherwise not have been engaged. There are already two University Technical Colleges, which offer high quality technical education, with sponsorship from a university and local employers. We will establish at least 24 University Technical Colleges by 2014. Six Studio Schools are now open, providing their students with experience of practical project-based learning and coaching. These institutions will recruit from a wide ability range, helping to raise the attainment of pupils who might otherwise have disengaged from traditional schooling.

The right academic and vocational qualifications

- 2.14 Over recent years too many schools, particularly in disadvantaged areas, have stopped giving their pupils the chance to take a range of academic subjects at GCSE, restricting their future options. We have already turned this around by introducing the new English Baccalaureate – good GCSEs in English, maths, two science subjects, history or geography and a language. Recent independent research showed that nearly half of pupils in the surveyed schools were taking up study of these subjects, compared to one in five in 2010¹³. We are also reviewing the National Curriculum to ensure that it focuses on essential knowledge, giving teachers more flexibility to develop learning approaches that inspire all pupils.
- 2.15 We want to ensure that vocational qualifications offer young people opportunities at the same standard as academic ones. The Government has accepted all the recommendations in the independent Wolf Review¹⁴ on vocational education and we are in the process of reforming performance tables and funding rules to ensure that these incentivise only the best vocational qualifications. We have set out a clear plan for judging which qualifications will appear in the performance tables based on their content, assessment and, importantly, progression into further learning and work. We will also make it easier for colleges to recruit directly at age 14, giving access to specialist teaching and facilities for vocational education alongside a broad curriculum, as well as making it easier for vocational specialists to teach in schools. Reforming the curriculum and ensuring that the best qualifications are incentivised will ensure that more young people

¹² Department for Education. *GCSE and Equivalent Results in England - 2010/11* (October 2011)

¹³ Clemens, S. *The English Baccalaureate and GCSE Choices* (August 2011)

¹⁴ Department for Education. *Wolf Review of Vocational Education: Government Response* (May 2011)

reach 16 ready to progress on into further education and skilled work with training.

Improving behaviour and attendance

- 2.16 Poor behaviour, poor attendance and exclusion can get in the way of success for both the children taking part and those around them. The evidence clearly shows that young people who have been affected by these factors are at much greater risk of not participating post-16. That is why we are taking firm and immediate action to address this key area, giving teachers more power to deal with poor behaviour and prevent it from impacting on young people's education. We have legislated to abolish the rule of giving 24 hours' written notice of detention and to give teachers a more general power to search for and confiscate items which may cause harm. We have clarified guidance on the use of force and strengthened head teachers' authority to discipline pupils for misbehaviour outside school. Schools will continue to carefully monitor pupils' attendance and address absence at an early stage and we have introduced a revised 15% threshold for persistent absence so that schools will focus on addressing poor attendance patterns before they become an entrenched problem.
- 2.17 We are helping teachers to get to the root causes of challenging behaviour using multi-agency assessments to identify and address any underlying issues and prevent exclusion where possible. We are also trialling a new approach to permanent exclusions where schools have the power, money and responsibility to secure suitable alternative provision for excluded pupils and retain accountability for those pupils' outcomes. We are establishing alternative provision Academies and Free Schools, giving pupil referral units more autonomy to manage their budgets and staffing, and seeking to introduce a greater diversity of high-quality provision. The Secretary of State for Education has asked Charlie Taylor, his expert adviser on behaviour, to conduct a review of the alternative provision sector and to look at ways to strengthen schools' powers to deal with poor attendance. Tackling poor behaviour and attendance at an early stage will help to keep these young people engaged, improve their attainment and set an important pattern of successful engagement that can continue in their post-16 learning.
- 2.18 The Government is committed to expanding children's and young people's access to psychological therapies, providing £8 million to support this over the next four years. Exclusion is also a key risk factor for young people getting involved in crime and we are exploring ways to improve education provision for young people in custody, including once they are released.

Targeted support for disadvantaged pupils

- 2.19 The evidence also makes clear that disadvantaged pupils are more likely to struggle at school and disengage at a later stage. Tackling the link between disadvantage, attainment and participation is central to addressing wider issues of social mobility. So we are providing schools

with extra funding to help this group to attain at 16 and move on into further learning. In 2012-13, the Pupil Premium will provide schools with an additional £600 for each pupil known to be currently eligible for free school meals, or who have been registered for free school meals at any time in the past six years, to spend on raising their achievement. This figure will increase each year until 2014-15 when the Premium will be worth £2.5 billion.

- 2.20 Looked after children have significantly worse outcomes than their peers. Only 12% gained five good GCSEs including English and maths in 2010. We are determined to narrow the gap between the attainment of looked after children and others. That is why, alongside those eligible for free school meals, we decided that looked after children should receive the Pupil Premium. Schools will be able to use their Pupil Premium funding for additional support such as one-to-one tuition to help raise their attainment and make maximum progress.
- 2.21 For children who are disabled or have special educational needs, the reforms set out in the Special Educational Needs Green Paper are designed to improve their life outcomes and support them to succeed. The Green Paper has a clear focus on raising achievement and sets out a range of measures to improve teaching and school leadership. For example, we are building the capacity of schools to improve outcomes for pupils with special educational needs by making the “Achievement for All” programme available to any school that wants it. The pilot of this programme showed that with the right support and engagement, it is possible for pupils with special education needs to achieve good outcomes. In the pilot areas, these pupils made significantly greater progress in English and maths than children with special education needs, and in some cases those without, nationally.

Guidance and Inspiration

- 2.22 All children need clear guidance to begin to plan their further learning and career routes. Alongside the key role of parents and families in helping to shape young people’s ambitions, schools are best placed to know what kinds of careers guidance their pupils need. We have legislated to make schools responsible for securing access to independent and impartial careers guidance for their pupils in Years 9-11. The new duty will come into force from September 2012. We will consult shortly on extending the duty down to Year 8 and up to young people aged 16-18 in schools and further education institutions. The content and style of the careers guidance offer to young people will depend on local needs and circumstances, and will be determined by schools and colleges, either individually or working in partnership.
- 2.23 While young people receive advice from many different sources, some will benefit from a face-to-face exploration of their skills, abilities and interests that can help them think through the learning and career options available to them. To support schools in fulfilling their new duty, we will publish statutory guidance setting a clear expectation that they should secure face-to-face careers guidance where it is the most

suitable support, in particular for disadvantaged children and those who have special educational needs. The guidance will also contain a clear description of the quality standard for careers guidance so schools can have confidence in the quality of external support they commission.

- 2.24 We recognise the contribution that strong links between schools, colleges and business can make to outcomes for young people and Ofsted will take account of the extent to which schools work in partnership with business. Recent evidence suggests that young people who went on to participate tended to have much greater employer contact whilst at school¹⁵. This contact can take many forms, including: business leaders spending time in schools talking to young people about their role, business leaders serving as governors, placements for teachers to spend time in an industry environment, workplace visits or mentoring. The best partnerships are based on an understanding of the needs of the school and of what the business can offer, and are sustained over a period of time. We are supporting “Inspiring the Future” - a new Education and Employers Task Force programme to encourage up to 100,000 people from all sectors and professions into schools and colleges to talk about their jobs and career routes. The entire Cabinet has signed up to the ‘Speakers for Schools’ initiative, giving schools access to a network of high profile inspirational speakers. As part of its consideration of a school’s leadership and management. We expect these measures to have a significant impact, but will consider further action if necessary.
- 2.25 Supported by the Government and brought together by a passion to inspire the next generation, industry partners Serco, Engine, Eversheds, the Institute of Education Business Excellence and the Ideas Foundation have created “I Am...” a social enterprise that aims to inspire young people about their futures. The enterprise is collaborating with young people, as well as a growing number of employers, brand and digital experts, including Centrica, Dairycrest and Microsoft. “I Am...” is an inspirational campaign and website that brings all careers information and opportunities for young people into one place. It will draw on specialist resources from a wide range of organisations and services, including the National Careers Service.

Increasing accountability

- 2.26 Increasing the freedom and flexibility of schools, improving the curriculum, addressing poor behaviour and targeting support on disadvantaged pupils will all help to raise participation and reduce the proportion of young people becoming NEET both in the immediate future and for years to come. But we need to ensure that schools are held clearly to account for this key role and that is why we are developing a new Key Stage 4 Destination Measure to show what each school’s former pupils go on to do. It will set out what proportion went on to school sixth forms, to colleges, to Apprenticeships and, eventually, to other forms of work. This will provide parents, pupils and

¹⁵ Education and Employers Task Force. YouGov Survey (February 2011)

schools themselves with information about how well they are preparing their pupils for successful progression at 16 and encourage them to improve the support available. We will publish the first set of Key Stage 4 Destination Measure data, focusing initially on education and training destinations, in Spring 2012.

- 2.27 By reforming the school system to improve attainment and intervening early to prevent disengagement, we will ensure that more young people reach the age of 16 well equipped for positive participation in education, training and employment, reducing the flow of young people becoming NEET.

Chapter 3:

Full Participation of 16-17 Year Olds

- 3.1 As we saw in Chapter 1, the vast majority of young people are already participating in education or work-based learning – over 96% at 16 and 87% at 17. But these figures are still not high enough and we have made a clear commitment to reach full participation for this age group by 2015, so that all young people have the opportunity to build the experience and qualifications they need for successful employment and adult life.
- 3.2 This means that we must take immediate action to increase participation and to support those young people who are NEET to re-engage. We will do this by:
- Raising the participation age to 17 in 2013 and 18 in 2015;
 - Providing more Apprenticeships for young people so that they can gain skills and qualifications through a real paid job;
 - Reforming vocational education through new coherent 16-19 programmes of study, including work experience;
 - Enabling local authorities to fulfil their clear statutory duties to support young people to participate, including disadvantaged young people, such as by implementing the proposals in the Special Educational Needs Green Paper;
 - Addressing financial barriers to participation through better targeted support, including the new £180 million 16-19 Bursaries Fund; and
 - Introducing a new programme, as part of the Youth Contract, to support disengaged 16-17 year olds to participate in education, an Apprenticeship or a job with training.

Raising the Participation Age

- 3.3 We are raising the participation age (RPA) so that all young people will be required to participate in education or training to the end of the academic year in which they turn 17 from 2013 and to at least their 18th birthday from 2015. Young people will have a number of participation options, including full-time education in a school or

college, an Apprenticeship, or other full-time work alongside part-time education or training. We will shortly consult on the regulations that underpin the RPA primary legislation to seek views on how best to put those into practice.¹⁶

- 3.4 We want young people to participate actively and voluntarily and so we will ensure that the education system has in place attractive options and the necessary support to make young people enthusiastic about learning. That is why, through the Education Act, we have legislated to give ourselves the ability to delay the introduction of the enforcement process against young people and their parents – we will only introduce this if and when necessary. This means that young people will be under a duty to participate, but it puts the onus on the system to offer young people the tailored education and training programmes and targeted support they need to engage.
- 3.5 There are currently still too many young people who are not in education, employment or training at 16-18 – 58,000 at the end of 2010. Information collected by local authorities shows that around 70% of the 16-17 year olds who are not currently engaged are actively seeking work or learning. As Figure 5 shows, the relatively small number who seek to enter employment directly at 16 do not always have the skills and experience they need to be attractive to employers. This makes it all the more important that we ensure that there are high quality options to engage all 16-17 year olds in education and training, helping them to gain the skills and qualifications they need to succeed in the workplace. We know that many of them are motivated by work and so our first priority must be to increase the availability of high quality work-based training.

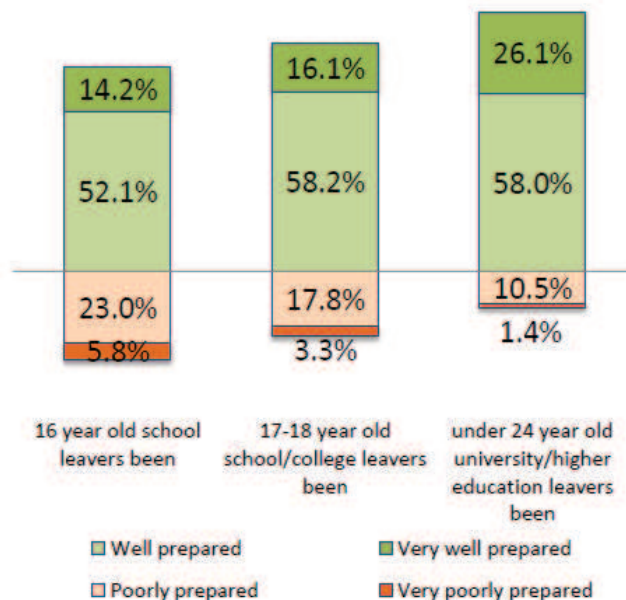


Figure 5 – Employers views on how well prepared young people are for work (UKCES, 2011)

¹⁶ The consultation will include consideration of whether self-employment or volunteering alongside part time education or training should count as a valid participation option under RPA.

Providing more Apprenticeships for young people

- 3.6 Apprenticeships are highly regarded by employers and young people and offer the opportunity to gain accredited qualifications as part of a real paid job. We are already increasing the number and quality of Apprenticeships: in 2009/10, 116,800 16-18 year olds started an Apprenticeship, a 17.5% increase on 2008/09, and 113,800 19-24 year-olds joined the programme, a 34.3% increase on 2008/09. In the 2012-13 financial year, we are making £833 million available to fund 140,200 16-18 year old Apprenticeship starts. This will mean that there will be around 240,000 apprentices aged 16-18 in learning.
- 3.7 The Access to Apprenticeships pathway allows young people with the potential to succeed as apprentices a probationary period to polish up skills and establish a track record in the workplace, so that they can secure a paid place with an employer quickly and complete their Apprenticeship training in the usual way.
- 3.8 Building on the impressive growth that we have seen at all ages and all levels of the Apprenticeship programme, we will further target our efforts and investment where returns and impact are greatest, including focusing more on young people aged 16-24. To achieve this, we need to put employers in the lead, make it as easy as possible to take on an apprentice, and drive up standards still further so that we can be sure that every Apprenticeship delivers the high quality, professionally-recognised qualifications and skills that employers value. Investing in young people's vocational education will yield considerable returns for them and for our economy – the returns in terms of increased earnings are +9% for 17-18 and +11% for 19-24 year olds compared to +6% for 26-30 year olds¹⁷. Those 16-24 year olds who undertake an Intermediate Level Apprenticeship are also much more likely to move straight on to an Apprenticeship at Advanced Level, further increasing their skills and productivity.
- 3.9 As part of our new Youth Contract, we want to go further in opening up Apprenticeship opportunities for young people, so we will offer at least 40,000 incentive payments of £1,500 for small businesses to take on their first apprentices. Payments will be made in two stages, the first payment shortly after recruitment and the second timed to incentivise progression into ongoing employment. We will also ask the National Apprenticeship Service (NAS) to target more actively, through marketing and other operational levers, those sectors and groups where Apprenticeships deliver the greatest benefits, including for young people.
- 3.10 We know that too many employers still find the Apprenticeships programme bureaucratic and complex, so we are simplifying processes to make it quicker and easier to take on an apprentice. We will reduce

¹⁷ Figures relate to Level 3 NVQs compared to Level 2. London Economics. *Returns to Intermediate and Low Level Vocational Qualifications* (September 2011)

to one month the time it takes for an employer to advertise an Apprenticeship vacancy, including identifying a provider and agreeing a suitable training package. As a first step in tackling the unnecessary regulation that can deter employers from recruiting young people, we will streamline health and safety requirements so that there are no additional demands on employers who already meet legal standards. We will go further in simplifying the processes for employers, including working with training providers to develop new service standards for supporting small and medium-sized businesses, to be included in their contracts.

- 3.11 We also need to go further to ensure that every Apprenticeship consistently delivers the high quality training that helps learners acquire professionally recognised qualifications and progress in their career. So we will launch a rapid employer-led review into the standards and quality of Apprenticeships, reporting in Spring 2012, to ensure that they continue to meet the evolving needs of employers and learners, and that Government is getting the maximum return from investment in the programme. This review will consider the content of an Apprenticeship framework and the quality of the vocational qualifications involved.

Case Study 1: Apprenticeships at Rolls Royce

Rolls Royce recruits 200 apprentices a year. Of the annual cohort, approximately a third are aged 16-17, a third join after post-16 education and the remaining third are 18+ with wider experience, including ex-service personnel. Recruitment is for jobs on the shop floor, technicians and more recently, professional roles mainly in engineering and manufacturing. The Apprenticeship programme brings many advantages and the mixed age range of apprentices brings benefits both to the individuals as they share experience and perspectives, and to the company.

Rolls Royce are overwhelmed with applications every year - approximately 3,500. They advertise vacancies via their website with applications taking place on line. They run an outreach programme with schools near their premises through which they build up a long-term relationship and staff go to talk to students and teachers about Rolls Royce and the sector in which it operates.

Rolls Royce want to play their part in ensuring that enough young people are studying science, technology, English and maths subjects to provide a good supply of recruits for their own company and to support the sector and supply chain as a whole, to ensure it remains vibrant and that work can be kept in this country.

- 3.12 Building on the recommendations of Professor Wolf, we are strengthening the requirement on English and maths for apprentices who have not yet achieved a Level 2 qualification in these areas. We will make it a condition of funding that training providers should seek to support all learners who have not achieved A*-C in English and maths to reach that standard, with performance data on results being published.

Transforming vocational education through new 16-19 programmes of study

- 3.13 Apprenticeships are not an option for everyone. Some young people do not have the required qualifications or experience that would make them attractive to employers or that enable them to compete with older workers for places. That is why we need urgently to increase opportunities for other forms of work-based learning – programmes of study offered by colleges or other high-quality providers, including those from the private or voluntary and community sectors, built around work experience and tailored to the particular needs of the individual.
- 3.14 One of the main barriers to offering high-quality programmes of study, particularly in vocational areas, has been a funding system that has incentivised the accumulation of qualifications rather than coherent programmes that offer good progression. Many young people are offered a mix of small qualifications, many of which have little or no value in the labour market. For the first time, we are proposing radical reforms to the funding system to fund students, not qualifications, allowing schools, colleges and other providers to develop programmes that make sense rather than maximise income. This will benefit all learners, but particularly those who might otherwise not have participated and were put off by the absence of work experience, or who were participating but accumulated a clutch of qualifications that did not subsequently help them secure a job or further training. As with schools, we will also hold providers to account for young people's progression to positive destinations, through the new Key Stage 5 Destination Measure.
- 3.15 The new 16-19 programmes of study will offer real breadth and depth and will not limit young people's options for future study and work. Our new approach to funding will give providers greater freedom to design exactly the kinds of courses that will appeal to young people who might otherwise have disengaged. We will also expect colleges and providers to identify an individual with overall responsibility for putting together and overseeing each student's individual programme. This will ensure young people receive the tailored support they need to stay engaged and help to reduce the numbers who drop out of learning at this crucial stage.

- 3.16 Employers consistently tell us, and international evidence confirms, that English and maths skills are among the most important that businesses look for when they recruit. So we will ensure that study programmes, as well as Apprenticeships, include English and maths for all those young people who have not achieved at GCSE by the age of 16. But many employers report that even those young people with good GCSE grades do not always have the levels of literacy and numeracy that they would expect. We have already taken action to reform the GCSE in the short term to provide greater focus on the key skills of spelling, punctuation and grammar. In the longer term, as part of our review of the National Curriculum, we will go further to reform the GCSE in order to ensure that employers can be more strongly assured that the holder of a pass in English and maths GCSE will have the skills and knowledge they require.

Providing workplace experience

- 3.17 We know that many young people who are not currently participating are highly motivated by work, but do not yet have the skills or practical experience to move into employment. That is why we are making substantive experience of the workplace a key element of 16-19 study programmes. By providing young people with meaningful work experience closer to the point at which they will enter the labour market, we will not only better prepare young people for employment, but also make continuing in learning more attractive to those young people who might otherwise not have participated. Supported internships can be particularly effective for young people with learning difficulties and/or disabilities and could make up the majority of their programmes of study, helping them to move on into supported employment or towards independent living.
- 3.18 We know that bureaucracy can get in the way of businesses offering high quality work experience opportunities. So we will take action to cut back needless bureaucracy in relation to work experience, including consulting on the removal of requirements around CRB checks for those supervising 16-17 year old work experience. We will work with employers to consider changes to health and safety and employment legislation that would remove barriers to work experience and will cut back the 120 pages of guidance on work experience into a single simple myth-busting guide.
- 3.19 Work experience will be funded as part of 16-19 study programmes from 2013-14 when we expect the new funding formula to be introduced. However, we need to take action now to incentivise providers to offer genuine experience of the workplace for the current generation of 16 and 17 year olds, ahead of the new funding formula. So we will provide an additional £4.5 million between now and September 2013 to allow colleges to develop high quality work experience opportunities, including for young people with learning difficulties and/or disabilities where appropriate. To ensure that this has maximum effect, we will target the funding towards areas with the

highest proportions of young people aged 16-17 outside education and training, but will give providers the freedom to use the money in the best way to support their young people and the local labour market. We know that many providers are already using this kind of work experience as a tool to engage and support young people to progress:

Case Study 2: Work Pairings

A number of post-16 training providers are offering Work Pairings, which give young people the chance to undertake an intensive period of work experience and mentoring with a local business.

In Staffordshire, PM Training is a social enterprise that is a sister company to the local housing association, Aspire Housing. Young people taking part in the programme work in teams consisting of a supervisor, an apprentice and two Work Pairing students, undertaking real work to maintain the association's housing stock.

In East Sussex, the County Council and two local colleges have established a programme to match young people with a wide range of local small businesses from hairdressers, construction companies, manufacturing, to local historical sites.

Work Pairings are funded through providers making innovative use of existing Foundation Learning funding and shows the kind of innovative work-focused provision that can be offered where providers have the freedom to meet young people's needs. Young people are supported to move from the programme into further education and Apprenticeships, often with the business where they were placed.

"Work pairing is really good for business: Having another set of hands like Robin's means I can get on making sure we have the best possible service. [Work Pairing] allows you to dip your toe in the water when considering taking on an apprentice" – Employer, East Sussex

Supporting local authorities to deliver their responsibilities

- 3.20 The evidence clearly shows that the proportion of young people who are not participating, and their characteristics, vary widely between local areas. No "one size fits all" solution will work and instead we must focus on enabling local areas to deliver for their young people, and on targeting support at those who need it most.
- 3.21 Local authorities have clear statutory duties in relation to 16-19 year old participation – to secure suitable education and training provision and to support young people to participate, including providing targeted support to help those who are NEET at this age. They also have a duty to undertake learning difficulty assessments setting out the education and training provision required for those young people who had

statements at school. To underpin their duties, local authorities should have in place robust and timely arrangements with partners for tracking young people's participation, using their Client Caseload Information System to record this information and to identify those at risk of disengaging. This database also provides authorities with valuable information to plan and commission services to effectively target support for young people.

- 3.22 Local authorities are also expected to provide the bespoke support that disadvantaged young people, such as those with learning difficulties and/or disabilities and teenage parents, need to re-engage. We know that locally tailored support will be the most effective for vulnerable young people. That is why we have brought together a range of disparate funding streams into a single Early Intervention Grant for local authorities worth £2.3 billion in 2012-13, removing ring-fences and giving local authorities the flexibility to spend this on the most effective services and approaches for young people in their area.
- 3.23 Through the Health and Social Care Bill, we are proposing to transfer responsibility for health improvement to local authorities, who will jointly lead health and wellbeing boards. Funding provided through a new public health grant would be available to address lifestyle choices such as risky sexual behaviours and drug and alcohol misuse, which can get in the way of effective participation. Vulnerable young people can often require more intensive support at age 18-24 as well, and our plans for delivering this are set out in Chapter 6.
- 3.24 Many local authorities are already carrying out their responsibilities well by:
- Working closely with schools, colleges and other youth services to track young people's participation, recording and analysing this data to target support;
 - Making sure that all 16 and 17 year olds have been offered a suitable place to continue in education or training through the September Guarantee;
 - Picking up and addressing any gaps in provision by working with local providers and flagging these to the Young People's Learning Agency;
 - Acting as a strategic lead, bringing together all of the agencies and organisations working with disengaged or vulnerable young people in the area; and
 - Offering targeted and personalised support to young people who are NEET or at risk of becoming so.
- 3.25 However, there are still too many local authorities who do not yet achieve this well enough. This does not mean that we need to revert to a top-down strategy that does not meet local needs, but rather that we

should continue to empower local people to monitor and challenge performance, help areas to support each other and ensure that statutory responsibilities are fulfilled.

- 3.26 We already publish data on participation at a local authority level, but we will go further by publishing more of this data more often so that local people can hold services to account for their performance. This will include data on vulnerable groups, such as young people with learning difficulties and/or disabilities and teenage parents, who we know are at greater risk of disengagement, progress towards raising the participation age, and how effective local authorities have been in keeping in touch with young people in their area. This is in line with the new Public Sector Equality Duty, which requires public bodies to publish relevant information about demonstrating work on equality in order to improve transparency and accountability.
- 3.27 Local authorities will be at the heart of delivering RPA and we are working directly with 35 areas as they develop innovative solutions to the specific issues they face, sharing these with other areas and providing peer-to-peer support. We will expand this programme of locally-led delivery projects in 2012-13 so that we can support more areas to help each other and benefit from this approach. We will support the existing projects to run a series of learning visits to share the lessons and tools developed with other areas. We will also continue the “September Guarantee” process through which local authorities ensure that all 16-17 year olds have been offered a suitable place in education or training, helping to target their resources on those without a settled route.
- 3.28 Supporting young people’s participation is underpinned by clear statutory responsibilities. Most local areas are fulfilling these well and the expansion of data publication and the RPA local projects will support more to do so. However, these are statutory duties to support some of the most vulnerable groups in society and so where we have clear evidence that a local authority is not fulfilling them, we will take action. We will contact these local authority areas to understand any underlying issues and link them to additional support where possible, such as from one of the local project areas. Where performance does not improve, we will consider a formal improvement notice where that is necessary.
- 3.29 Ensuring that there is a suitable education or training place available for all young people is essential to securing their engagement and attainment. We are increasing the amount of funding available for education and training places so that there are sufficient opportunities for all young people and clear routes into employment. In total, we will be providing £7.5 billion of funding in 2012-13, including £833 million for Apprenticeships and £314 million for young people with learning difficulties and/or disabilities aged 16-24. Whilst the cohort of young people is reducing by over 20,000, efficiency savings mean that we will

be able to support 34,000 more places than the number that we expect to fill in 2011/12, helping to deliver the highest ever participation rates¹⁸. Should local authorities identify significant gaps in provision they have an opportunity to apply for an exception to the lagged funding system to address it.¹⁹

Addressing financial barriers through better targeted support

3.30 We know that some young people face financial barriers to participation and have put in place a new £180 million bursary scheme. This will provide a guaranteed bursary of £1,200 per year to the most vulnerable young people, including those in care, with the remaining funding going to schools and colleges to target the real causes of individual young people's barriers to learning. Teenage parents are at particular risk of not participating and Care to Learn provides targeted support to help these young people to meet childcare costs and associated travel to allow them to engage in education and training. In 2010/11, Care to Learn supported around 7,000 young parents between 13 and 22 to participate. As we move towards full participation, we expect that more young people will look to access this support and we have recently consulted on a range of options to ensure that it reaches those who need it most.

3.31 Those 16-17 year olds who are not living with their families and are suffering from severe hardship are able to claim Jobseeker's Allowance from Jobcentre Plus. We have increased the amount of help these young people can get, giving them access to support from a Jobcentre Plus Personal Adviser as well as programmes like Work Experience that can help them build the skills they need to move into employment. For the future, we are designing Universal Credit for 16-17 year olds to ensure that the most disadvantaged receive the additional support they need, including working with special educational needs and disability stakeholders to ensure that it is flexible enough to support young people with learning difficulties and/or disabilities as they find work. For some vulnerable young people, health services also play a crucial role in supporting them to engage and this is reflected in the fact that 16-18 year olds NEET is one of the key indicators that we intend to include within the Public Health Outcomes Framework, incentivising health services to help these young people overcome any barriers to participation. We are encouraging areas to develop a Community Budget approach to enable all local partners to pool budgets and redesign services to better meet the needs of people in their area.

3.32 As well as being important employers in their own right, VCS organisations have a critical role to play in helping the very hardest to reach to engage. We want to ensure that valid VCS provision can be recognised as an important route for young people as we raise the

¹⁸ Young People's Learning Agency. 16-19 Funding Statement (December 2011)

¹⁹ Details can be found at <http://www.ypla.gov.uk/aboutus/ourwork/16-19-statutory-guidance/>

participation age and will shortly consult on the best way to achieve this. We are providing additional support for the development of innovative and successful programmes through our VCS Grant. This will provide around £60 million in each of 2011-12 and 2012-13 to fund 118 organisations to support vital activities for children, young people and families, including 18 youth sector organisations helping disadvantaged young people.

Case Study 3: Tomorrow's People

Tomorrow's People is a national charity which improves the lives of unemployed young people by helping them into lasting work. Since it was founded in 1984, Tomorrow's People has helped over 440,000 people on their journey back to work.

Through the VCS grant, the Department for Education is funding Tomorrow's People to run Working It Out, a programme to support disadvantaged young people into jobs or training. Young people taking part tend to have fewer qualifications and poor life and social skills; some are offenders, some are homeless, many have been in care or come from workless families.

There are now 8 Working It Out programmes running in locations across the country. Community challenges are a key part of the programme with young people arranging activities, such as cleaning beaches and renovating local parks, which benefit the local area. Working It Out has been instrumental in helping young people to gain work experience, employment support and qualifications. 75% of those who have completed the programme have re-engaged with employment, education or training with 70% sustaining a positive outcome after six months.

- 3.33 A range of VCS organisations are involved in delivering the National Citizen Service programme, which brings together 16 year olds from all backgrounds to engage in positive activity during the summer between pre- and post-16 education and training, helping them to return to education or training inspired and engaged. They will spend a week away from home doing outward-bound activities before returning to undertake a project in their local community. Over 8,000 young people have already taken part in the programme during 2011 and up to 30,000 more will take part in 2012. The Government aims to expand the programme so 90,000 young people benefit in 2014.

Introducing support for 16-17 year olds within the Youth Contract

- 3.34 We want to go further to support some of our most vulnerable 16-17 year olds. That is why, as part of our Youth Contract, we have announced plans for £150 million of additional funding over three years (£126 million in England) to provide intensive support to this group. This will focus on disadvantaged young people, who we know are more

likely to face multiple challenges, which might include having low qualifications, a history of truancy or having been excluded from school. We will ensure that this support is aligned with and linked to existing programmes aimed at troubled families to make sure that it complements that provision.

- 3.35 Delivery of this support will be through providers in the private, voluntary and community and social enterprise sectors. They will be given the freedom to engage young people in whatever way works best. This might include intensive personal support, work experience and volunteering. They will work closely with local authorities, who have the best understanding of which young people are most likely to be at risk of long-term disengagement.
- 3.36 The programme will offer intensive support, with the majority of payment to the organisations based on their success in helping these young people to engage and sustain participation in education or training through full-time education, an Apprenticeship or a job with training. This will help to support our commitment to full participation in education and training for 16-17 year olds by 2015.
- 3.37 This additional support will build on our radical reforms of post-16 education, training and support, including the development of programmes of study, the expansion of Apprenticeships and a sharper focus on local authority support to help young people who are currently not engaged, ensuring they reach 18 with the skills, qualifications and experience they need to make a successful transition to adulthood.

Chapter 4:

Engaging 18-24 Year Olds in Education and Training

- 4.1 Having the right skills is fundamental to getting and staying in work. As we have seen in Chapter 3, by reaching full participation for 16 and 17 year olds in education and training, we will ensure that more young people are equipped to make a successful transition to work and adult life. However, we need a strong, rich offer of further learning from 18, both for those who wish to pursue higher education or higher training, and those who need to gain the skills required for employability.
- 4.2 We will put learners at the heart of the system and ensure that they can access the training they need to get into work. By providing clear and transparent information about qualifications and prospects, and professional, independent advice and guidance, we will help young people and adults make well-informed choices, driving a high quality supply of education and training. The National Careers Service, to be launched in April 2012, will provide information, advice and guidance about careers and learning, covering further education, Apprenticeships, other forms of training and higher education. Alongside this, we will introduce a new approach to public information about further education and training courses; and from September 2012, each university will publish a Key Information Set on their website, providing easily comparable information on a course by course basis.
- 4.3 We are also taking action to provide an education and training offer for 18-24 year olds which helps them progress, by:
- Reforming the Apprenticeship programme;
 - Providing further education and training opportunities focused on the needs of young people, and those seeking work;
 - Supporting the development of progressive routeways to jobs and Apprenticeships;
 - Ensuring that qualifications meet the needs of both employers and individuals; and
 - Continuing to widen participation in higher education.

Reforming Apprenticeships

- 4.4 As we have seen in Chapter 3, Apprenticeships are an excellent option for young people wanting to get into work and continue their training in a workplace setting. We have seen strong growth in Apprenticeships across all age ranges and levels, with provisional data showing over 440,000 new starts in 2010/11 and completions increasing to 181,700. The reforms to the Apprenticeship programme detailed in Chapter 3 will equally benefit 18-24 year olds as we continue to drive up the quality and quantity of opportunities for this age group. In 2012-13 there will be funding of £698 million for Apprenticeships for people aged 19 and over, enough to support 650,000 apprentices in that age group in 2012/13. We will also expand provision and seek to increase the uptake of Advanced Level and Higher Apprenticeships, with an ambition to make Advanced Level the recognised level of achievement in most sectors.
- 4.5 In the 2011 Budget we announced a £105 million boost to funding for adult Apprenticeships, which enables us to support an additional 40,000 places over the spending review period and enhance our capacity to help 19-24 year olds who are NEET. The National Apprenticeships Service (NAS) and Jobcentre Plus are developing arrangements to encourage and support progression into Apprenticeships as a next step from programmes like Work Trials and as referrals from the Work Programme.

Further education and training opportunities

- 4.6 *New Challenges, New Chances*²⁰ sets out the Government's plans for further education. There needs to be a strong offer in further education for young people, so that they can access a skills ladder of opportunities at whatever point they are at. This will particularly include opportunities for those who want to develop their vocational skills, or who have completed their formal education without acquiring 5 good GCSEs including the level of English and maths expected within the workplace.
- 4.7 It is essential that we give young people who have not achieved these qualifications before the age of 18 an opportunity to do so and so we will prioritise funding for further education and training on young people aged 19-24 without basic literacy and numeracy skills, intermediate or advanced skills and those seeking work. Fully-funded training will be available for young people studying for their:
- first full Level 2 qualification, as well as foundation learning aims for those who need it to make the step up to Level 2;

²⁰ Department for Business, Innovation and Skills. *New Challenges, New Chances: next steps in implementing the further education reform programme* (December 2011)

- first full Level 3 qualification; and
 - English and maths basic skills qualifications (including GCSE qualifications and forthcoming standalone units).
- 4.8 More broadly, the Government is freeing colleges and training organisations from red tape and central controls, allowing them to respond to local needs. We have already removed central targets and simplified funding systems we are now in the process of reducing a wide range of bureaucracy and regulation that have acted as a barrier to flexible and responsive delivery in the past.
- 4.9 We expect colleges and providers to work closely with local partners including Local Enterprise Partnerships, local authorities and Jobcentre Plus to ensure they are making a strong contribution to meeting the social and economic needs of communities. The Commission on Colleges in their Communities has been clear about the increasing importance of accountability of colleges to their communities.

Routeways to jobs and Apprenticeships

- 4.10 One area where those flexibilities can have an immediate impact to improve the offer for young people is in joining up the welfare and skills systems. Skills providers have been freed to respond to local communities while Work Programme providers have significant freedom to meet the needs of individuals. We are clear that the needs of young people are particularly important and want providers to work together to develop a progressive routeway to jobs and Apprenticeships which reflects the needs of each local community and economy.
- 4.11 So we will look to Work Programme and skills providers to work together to meet the needs of young people who are least likely to find work because they don't have the skills and experience employers are looking for. The routeway can bring together basic skills training (including English and maths) to the level employers expect, training in sectoral/vocational areas needed locally, combined with tasters and visits as well as work experience. This will make use of the flexibilities in both systems, bringing the welfare and skills reforms together to support young people to progress through learning into jobs and Apprenticeships. We will explore what more we can do to best meet the needs of young people with low skills levels.

Ensuring qualifications meet employer and individual needs

- 4.12 As we have seen in Chapter 2, it is vital that the courses or qualifications young people choose enable them to progress, either into work or into further learning.

- 4.13 We want to ensure that employers can signal which courses or qualifications they value so young people can be confident in their choices. The Government will consult in early 2012 on the fitness for purpose of National Occupational Standards and on employers' involvement in developing, specifying and awarding qualifications.
- 4.14 As we set out in Chapter 3, we are simplifying Apprenticeship processes and reducing bureaucracy so that employers can engage much more easily with the programme. Our forthcoming review of Apprenticeship standards and quality will ensure that frameworks continue to meet employers' needs.

Widening access to higher education

- 4.15 The Government's reforms of higher education are designed to put the student at the heart of the system. There will be wider choice of high quality courses and institutions and we will ensure that higher education is a realistic and inspiring option for all young people who have the aptitude and could benefit, but would otherwise not have considered it.
- 4.16 For many young people from disadvantaged backgrounds, going to university is a gateway to social mobility. To help more disadvantaged young people enter higher education and secure places in the most selective universities, the Government is increasing the responsibility placed on universities to widen participation. We are putting in place new access agreements and a National Scholarship Programme, so that all universities wanting to charge more than the £6,000 annual graduate contribution to tuition fees for entry in 2012 will have to set out what more they will do to attract more students from disadvantaged backgrounds, including the funding they will focus on this.
- 4.17 Increasingly, people are looking to progress into higher learning from work-based learning or vocational pathways. We will therefore encourage greater progression from Advanced Level and Higher Apprenticeships to higher learning. New evidence from research published by the University of Greenwich shows that around 13% of apprentices move into higher education within four years of completing their Apprenticeship²¹.
- 4.18 We want students in higher education to think particularly about how their university course will prepare them for a future career. The Key Information Set will show whether a course is recognised by a professional body or employer organisation. The Government is encouraging universities to work with employers to co-design, accredit or "kitemark" courses so employers can clearly signal which courses or

²¹ University of Greenwich. *Apprenticeship progression tracking research project report: Longitudinal tracking of advanced level apprentice cohorts progressing into Higher Education 2005-2006 to 2009-2010* (July 2011)

qualifications they value and young people can be confident in their choices. A group of science, technology, engineering and maths-focused sector skills councils²², with support from the Confederation of British Industry and Skillset, will lead an industry group to kitemark courses. The Government will encourage other sector skills councils to do the same. Students will be able to access initial information on employer endorsement as part of the 2012 Key Information Sets.

- 4.19 This chapter has set out how our reforms of the skills system will help to ensure that all young people, including those who missed out on the opportunity at an earlier stage, will be able to achieve the skills and qualifications that employers need, putting them in a much better position to find work. The next chapter takes this one stage further, looking at how our employment and welfare reforms will provide the direct targeted support these young people need to find employment.

²² SEMTA, COGENT and e-skills

Chapter 5: Moving on into Employment

5.1 As we saw in Chapter 1, 523,000 18-24 year olds who are NEET are unemployed and looking for work, so in addition to education and skills reform we must ensure that people who are ready to work find jobs quickly. We will provide support by:

- Creating the conditions for growth within the economy and the labour market;
- Working with employers to make a clear case for the benefits of recruiting young people, and jointly investing in projects to create opportunities;
- Strengthening partnership between Jobcentre Plus, colleges, training organisations and employers to offer young people coordinated support;
- Helping those who are ready to work through our Get Britain Working measures, including Work Experience;
- Supporting those who are at risk of long-term unemployment through the Work Programme;
- Helping young disabled people, including those with the most complex needs, back to work through the Work Choice programme and Access to Work; and
- Implementing the Youth Contract to offer more support from Jobcentre Plus, Work Experience and subsidised jobs to unemployed young people.

Building a strong economy and flexible labour market

5.2 Creating an environment in which employers feel confident to create job opportunities is clearly fundamental to tackling the root causes of youth unemployment. As set out in the Autumn Statement²³, the Government is doing everything it can to protect and build a stronger

²³ HM Treasury, *Autumn Statement 2011* (November 2011)

economy for the future and promote fairness, helping to create the right conditions for business to start up, invest, grow and create jobs.

- 5.3 In the Statement we also announced plans to secure opportunities for growth through the education and skills system. The Government has worked with employers to understand what more it can do to make the skills system more responsive to employer needs in a number of areas. We are focusing on the skills that employers say they need from entrants to the labour market; increasing the skills of the existing workforce by unlocking investment from employers through greater ownership of the skills system; facilitating informed choices and maximising the potential of the UK's education export market.
- 5.4 The UK is considered a "successful employment performer" because of our light touch system of employment regulation which gives us a strong competitive advantage. Although the UK labour market performs well, there is more we can do to encourage firms to take on staff. We have set out an ambitious programme of reforms as part of the Employment Law Review and are offering an opportunity to employers and employees to feed in views on new priorities for reform as part of the Red Tape Challenge.
- 5.5 Getting levels of remuneration right for young people entering employment is a vital ingredient for stimulating growth in the economy. That is why we have commissioned the independent Low Pay Commission (LPC) to consider the National Minimum Wage for young people, including those on internships and Apprenticeships, and make recommendations in its next report to Government. The Apprenticeship rate of the National Minimum Wage is already set according to LPC recommendation.
- 5.6 The Government is ensuring that people will always be better off in work than on benefits. The introduction of Universal Credit will make the benefit system simpler and more efficient. People will keep a higher proportion of their earnings and the distinction between in-work and out-of-work support will be removed. We expect Universal Credit to have a positive impact on young people through stronger work incentives and smoother transition into jobs.
- 5.7 Universal Credit will significantly reduce the financial, and some of the non-financial barriers, to work faced by disabled people. The largest allowances for disregarded income under Universal Credit go to disabled people - £7000 per annum or £134 per week. In addition, there will be a work-related activity component and a support component to reflect the extra costs of longer durations on benefit. Qualification will be based only on the Work Capability Assessment rather than the complex current system of eligibility. The Universal Credit taper will remove barriers in the current welfare system that disabled people face if they can only do small or fluctuating amounts of work.

	2014–15 excluding Universal Credit		2014–15 including Universal Credit	
	At 10 hours	At 35 hours	At 10 hours	At 35 hours
Lone parent with one child	£20	£105	£53	£102
First earner in couple, no children	£10	£67	£30	£79
First earner in couple, two children	£10	£89	£41	£90
Second earner in couple, no children First earner working 10 hours	£1	£95	£23	£72
Second earner in couple, two children First earner working 10 hours	£4	£93	£23	£72
Single, under 25, no children	£6	£72	£23	£72

Figure 6 – Illustrative weekly increase in income with and without Universal Credit (HM Treasury)

5.8 The Work Programme will provide personalised support to an expected 2.4 million claimants who need the most help to find employment over the next seven years. It is the biggest single payment by results employment programme to date and shows the Government’s commitment to tackling long term unemployment. It has replaced much of the complex and overly prescriptive employment support previously on offer and for the first time providers are paid partly out of the benefit savings that they help to achieve by supporting claimants into sustained employment. There is further information about this key element of our package of support below.

Working with employers

5.9 Employers should play a driving role in creating opportunities. They need to recognise the benefits of employing young people who bring new ideas, creativity and energy, and be prepared to step up and provide young people with worthwhile work experience and jobs. Employers who do recruit young people are clear and often passionate about the benefits they bring in both skill and attitude.

5.10 The UK Commission for Employment and Skills (UKCES), a social partnership comprising large and small employers across a range of sectors, has set out the business case for recruiting young people, offering work experience and other opportunities. The key benefits are:

- Employers who recruit younger people often do so because they are very willing to learn new skills, work differently and bring fresh perspectives and ideas to the workplace;
- Psychologically, young people have an inbuilt optimism and ability to anticipate and adapt to change allowing them to be positive and resilient, helping businesses grow and change;

- Young people bring insight into new and emerging customer groups and markets. These perspectives are valuable where markets are rapidly changing or rely on a younger customer base;
 - Less experienced staff can be recruited at lower cost and risk to the organisation as well as being efficient in the longer term; and
 - Bringing new talent into organisations improves succession planning, increases loyalty, reduces turnover and therefore increases profitability in the medium to long term. Investing in young people in the workforce is about building businesses to survive in uncertain futures, whilst meeting immediate labour needs at low cost and low risk to the organisation.
- 5.11 Through a series of networking and speaking opportunities, UKCES Commissioners and other influential employers are inspiring fellow business people about the benefits of recruiting young people and engaging with schools and colleges. But this work will require wider support from partners and employer networks.
- 5.12 The Business Compact, announced in the Social Mobility Strategy, asks businesses to do their bit to remove barriers to success and includes a commitment to improve skills and create jobs by providing opportunities for all young people to get a foot on the ladder.

Case Study 4: Lakeland Plastics

Lakeland Plastics is a medium sized employer which engages with students at local schools through a school prize system and maintains this link through project work, work experience and, ultimately, employment of the young person. This arrangement builds in local and community involvement.

They work with local schools to offer a prize for the best student in particular subjects. Part of the prize is to work with the company on a problem that they cannot solve. Employees help the students develop solutions for the problem and the solutions are implemented. This provides interaction with the existing workforce and changes are made, for instance to factory layout.

If both parties are interested, the students continue to have links with the company and work for them over the summer when at college or university, and some ultimately end up working for them. Lakeland Plastics covers the cost of the prizes and the wages of the students when on work experience.

The company see this as fulfilling a clear business interest, giving them a head start in recruitment and providing the students with opportunities to experience working for the company prior to full employment.

- 5.13 The Government will also invest jointly with business where this can help to create new opportunities for young people. Through the Growth and Innovation Fund (GIF), government and businesses are jointly investing in employer-led solutions to skills problems. The GIF has recently announced it is open to bids all year round to enable employers to pace the development of bids to suit their needs rather than be subject to centrally controlled, arbitrarily-imposed deadlines.
- 5.14 We are also committed to testing new and different ways of giving employers greater ownership of the skills agenda, for example through a new pilot that will route public investment in skills directly to employers and allow them to purchase the vocational training they need. This will be backed by up to £250 million over the next two years subject to high-quality employers' bids and ongoing evaluation.

Jobcentre Plus working in partnership

- 5.15 We are piloting new models which embed careers guidance professionals from the National Careers Service within jobcentres. Claimants receive advice and support that helps them consider their career and learning options, informed by data about the labour market.
- 5.16 Jobcentre Plus, in partnership with colleges, training providers and employers, has a key role to play in influencing the provision offered locally to ensure it best meet the needs of employers and people on benefits. In parallel, Jobcentre Plus has developed the "Framework for Joining-Up Support" for businesses enabling employers to easily access a combination of recruitment, training and business support.
- 5.17 In addition, new legislation to establish integrated employment and skills arrangements gives Jobcentre Plus a legal gateway to share personal information on 18-19 year old benefit claimants with local authority staff. This will allow a much more joined up service for young people and much closer working with local authority services in order to offer tailored support to young people. Some areas have already developed this level of joint working, for example by ensuring regular contact between advisers; encouraging young people to take a copy of their activity record with them when they first go to Jobcentre Plus; or using a case conference approach for young people who need the most intensive support. Jobcentre Plus advisers also now have access to a single "Knowledge Hub" which gives all local teams the information they need on key areas. As a result Jobcentre Plus advisers are able to offer claimants an extensive menu of help.
- 5.18 We are developing arrangements for how this data sharing will take place in practice, including developing guidance for Jobcentre Plus and drawing up a Memorandum of Understanding with local authorities. Over the longer term we will explore the possibility of sharing

information with other organisations who support people to access employment and skills services.

Help for those who are ready for work

- 5.19 As a result of the current economic conditions, more young people are experiencing a spell of unemployment. This group includes some who, in other times, would have gone straight into work but who may, now, come into contact with Jobcentre Plus services for a short spell. Our aim is to keep them focused on work through regular contact with Jobcentre Plus Personal Advisers.
- 5.20 At the start of their claim there will be more time to assess the young person's needs and to set clearer and more tailored expectations of their job search, education and training. Fortnightly job search reviews remain a key feature of the support offered and will increase to weekly as part of the Youth Contract. More frequent attendance will be required of claimants where appropriate. We expect this new approach to be both more challenging and more supportive in ensuring an individual's re-engagement with education, employment or training. The Flexible Support Fund is available to District Managers and Personal Advisers in Jobcentre Plus to enhance the support that is provided. On an individual basis it can be used to help claimants with the purchase of small items that are essential to help them back to work, such as clothes for interview or to cover travel costs for interviews or training programmes. District Managers also have the discretion to use the fund to buy one-off support where it is not available from any other source or to work with local partners in joint projects.
- 5.21 Personal Advisers can call on a range of measures that are designed to help jobseekers stay connected with the labour market and to enhance their employability. These opportunities include work experience, a wide range of skills training, sector-based work academies, pre-employment training and work focused learning provision.

Work Experience

- 5.22 Lack of experience can be a deal-breaker for employers when choosing between candidates. Chapter 3 set out our plans to increase the availability of work experience as part of the 16-19 programmes of study. We have also created a Work Experience opportunity for young people on Jobseeker's Allowance which lasts long enough for a young person to really show their capability and add value to their CV. Jobcentre Plus Advisers are working on both a local and national basis with employers to match young people to experiences lasting up to eight weeks, which not only support the young person on their first steps into work but also build peer support through local communities.

- 5.23 Government departments across Whitehall are also supporting placements and have collectively pledged to facilitate over 6,000 opportunities by March 2013. For example, the Department for Transport has offered 1,000 work placements to young jobseekers. These short placements are offered in diverse roles throughout the Department and its agencies and are aimed at developing confidence and motivation in young unemployed people.
- 5.24 At the last Budget we announced help for 100,000 young people through Work Experience placements and through the Youth Contract, we are creating a further 250,000 places over the next three years. Initial predictions based on the first 1,500 starts show that young people who have participated in the Work Experience scheme are leaving Jobseeker's Allowance earlier than their peer group. Statistics show that over 16,000 young people completed Work Experience between January and August 2011 and of this cohort 55% have subsequently stopped receiving benefits.

Case Study 5: Work Experience

Lauren was diagnosed with anxiety and depression over a number of years. Undertaking Work Experience as an Administration Assistant has transformed her confidence.

A typical day involves referencing, filing, data entry, answering telephone calls, reception duties and processing staff timesheets. Since starting Work Experience, Lauren has attended three job interviews and feedback from prospective employers has been very positive.

Feeling professional, being part of a team, building confidence and gaining the skills to do a job that she really wants to do are just some of the benefits Lauren has recognised from this experience.

Work Clubs

- 5.25 Since October 2010, we have been supporting the development of Work Clubs. These build on local knowledge and resources to help unemployed people in their communities. Following announcements in May 2011 we have encouraged local communities and organisations to use their knowledge and expertise to set up Work Clubs specifically aimed at 16-24 year olds.

Case Study 6: Work Club

A Work Club for 18-24 year olds living in Callington was hosted by Ginsters and Tesco with support from the Royal Air Force (RAF). The Jobcentre promoted the event with a number of 18-24 year olds attending.

The day included motivational and team building activities run by the RAF, followed by Ginsters, Tesco and the RAF talking about what employers look for in potential candidates. Sessions during the day were run on “Personal Branding”, completing application forms, applying online, interview techniques and work experience.

Feedback from claimants was excellent, stating they had learned a lot from the day.

Sector-based work academies

- 5.26 Sector-based work academies commenced as a pilot in the North West of England during October 2011. Through sector-based work academies young people can access a combination of training and work experience with an employer. The training, which is funded by the Skills Funding Agency, is flexible, focused on employers’ needs and accredited, leading towards a unit of a qualification. Jobcentre Plus is funded to support up to 105,000 places over the next four years.

Case Study 7: Sector-based work academies

Hilton Worldwide Hotels has led on delivering a “hospitality academy” in Liverpool with two other hotels in the city centre. The vacancies are predominately in housekeeping, but as the academy progresses, other roles, such as kitchen porter and front of house management have emerged as additional opportunities. An open day was held at Hilton where Jobcentre Plus, a training provider, and three other employers selected 19 claimants to attend this academy, at the conclusion of which 18 are now currently undertaking work experience placements.

Volunteering

- 5.27 Volunteering can help young people improve their chances of securing work by building skills, motivation and fostering citizenship. It is an example of the Big Society in action.

Case Study 8: Adult Volunteering (Richard, Business Mentor)

I met Paul after he'd been accepted on to The Prince's Trust Business Programme, which supports young people in setting up their own business. I was chosen as his mentor because they thought I could offer him something...For me it's been great. Working as a mentor gives you a feeling that you're actually contributing to something and putting your experience to good use, especially with someone like Paul who's receptive and driven.

We don't share the same opinions all the time and he doesn't always agree with my ideas, but that's healthy...that's the role of the mentor; just to be available, run through ideas or help out with whatever issues may come u. Paul is passionate about the success of his enterprise...He's full of desire and that reminds me of when I first started. To relive all that and see him go through so many things I once did is amazingly stimulating. It makes you feel like you're giving something back and doing something that's really worthwhile.

Pre-Employment Training

- 5.28 Young people who are struggling to get into work need a skills system that gives access to relevant training opportunities so they can acquire the skills that employers demand. As set out in Chapter 4, skills providers have been given greater flexibility, autonomy, and freedom from bureaucracy leaving them well placed to identify the needs of young people and be innovative in how they meet them.
- 5.29 Specifically, we have introduced a new approach to pre-employment training focused on those looking for work and designed by colleges and training providers working with employers and Jobcentre Plus. This is for people on Jobseeker's Allowance or Employment Support Allowance in the Work Related Activity Group, including young people. They can access fully-funded, targeted skills training relevant to the local labour market, to help them obtain work. This can be single units (from the Qualification and Credit Framework) or full qualifications depending on what the individual needs. In addition, and at the discretion of the college or training provider, fully-funded training can be offered to people on other benefits provided that the training provider has sufficient funds to do so and that they can demonstrate that the training is being provided to help individuals enter or return to work.
- 5.30 In line with the adult skills offer, we want to ensure that 18 year olds on benefit have access to work focused pre-employment training opportunities that fit alongside benefits, with a particular focus on English and maths for those without these qualifications.

Starting a business

5.31 For many young people, starting a business will be the best option. Young entrepreneurs need our wholehearted encouragement, and support that helps them to take their idea to market. We are offering that support through:

- The New Enterprise Allowance which offers access to mentors for young people wishing to develop a business plan and move towards launching their own business. Once trading they can claim a weekly allowance for up to 26 weeks, and loan finance to help with start-up costs. In addition young people can access Enterprise Clubs in their local area, run by groups and organisations to promote entrepreneurship and give additional advice and guidance to attendees;
- Helping young people find sources of funding by continuing to support Community Development Finance Institutions (CDFIs) which are independent financial institutions, who lend to those who have been turned down by banks;
- The Regional Growth Fund, which has approved, subject to due diligence, a contribution of £30 million to a new £60 million wholesale fund for organisations that make loans to entrepreneurs, start-ups and SMEs, particularly in disadvantaged groups and communities. This is the biggest fund of its kind in the UK; and
- Big Society Capital (formerly the Big Society Bank), which will soon begin investing in social enterprises. This could include investing in CDFIs and Enterprise Agencies that provide business advice, training, mentoring and loans to entrepreneurs, start-ups and SMEs, again focused on deprived groups and communities.

Graduates

5.32 We are helping to ensure that new graduates are fully equipped for employment. The Government is asking more employers to work with universities to plan courses, to sponsor students and to provide relevant work placements.

5.33 We are also continuing to encourage employers to invest in students and graduates by offering work experience and internships. For those graduates who are taking longer than they would expect to find work appropriate for their qualifications, the Graduate Talent Pool is a free website that brings together graduates seeking an internship and employers looking to take on interns.

Young people volunteering for the UK Reserve Forces

5.34 We recognise that for an unemployed young person choosing to volunteer for the military reserves, including becoming a Cadet Force Adult Volunteer, can be a source of pride, discipline and an opportunity

to develop useful skills for life and to gain relevant qualifications while contributing to society. Many of the skills and experiences a reservist gains through training can be transferred back into the workplace. But we know that for some the bureaucracy associated with volunteering for the reserve forces whilst claiming Jobseeker's Allowance can be a deterrent to this worthwhile activity. We are committed to cutting bureaucracy in order to ensure that Jobseeker's Allowance claimants who decide that they want to join a reserve force are enabled to do so, and that reservists who find themselves unemployed are provided with the support they need to maintain their commitment. In particular, we are:

- Ensuring reservist opportunities are clearly signposted, with information allowing claimants who are so minded to choose the right path for them, including by distinguishing the Cadet Forces from other reserves; and
- Simplifying the current rules to ensure reservists on Jobseeker's Allowance are not disadvantaged when attending the required period of continuous training (e.g. 15 day annual camp).

Help for those who are at risk of long term unemployment

- 5.35 As we saw in Chapter 1, significant periods of unemployment for young people can have long term negative impacts on young people's futures. So we have introduced the Work Programme to provide intensive personalised support for those people who are more at risk of long term unemployment. Work Programme providers design support based on individual and local need and are paid primarily for supporting claimants into employment and helping them stay there for longer than ever before, with higher payments for supporting the hardest to help.
- 5.36 Everyone who receives Jobseeker's Allowance or Employment Support Allowance can access the Work Programme at a time that is right for them. Young people aged 18-24 become eligible for the Work Programme after nine months unemployment; this is three months earlier than older claimants. Those facing particular difficulties can enter the programme even earlier, after three months unemployment. For example, this applies to those who have left care or who had claimed Jobseeker's Allowance when they were aged 16 or 17.
- 5.37 Work Programme providers are paid almost entirely for results, defined as sustained job outcomes for participants. There are three main types of payments that are available for each participant:
- A small attachment fee for each new participant in the early years of the contracts. This will be reduced each year and eliminated after three years;

- A job outcome payment paid after a participant has been in a job for three or six months, depending on how far they are from the labour market; and
- After receiving a job outcome, providers can claim sustainment payments every four weeks that a participant remains off benefit and in employment. These payments continue for a maximum of two years, depending on how far the participant is from the labour market.

5.38 The level of these payments, and the length of time they are paid for, is adjusted depending on how far a participant is from the labour market, but the key principle is the same for all participants: the longer they stay in work, the more providers will be paid. This means there are strong incentives for providers to continue to provide support once participants are in work.

Work Choice and Access to Work

5.39 Work Choice is designed for disabled people with more complex needs, which cannot be met through other employment support provision. It ensures that they have access to the right support to help them find work or self-employment, progress in the workplace or, where appropriate, move into unsupported employment. Work Choice participants get consistent, quality support from providers based on their individual needs. Access to Work can provide financial help towards the equipment an individual needs at work, a communicator at job interviews, adapting premises to meet an individual's needs, paying for a support worker or meeting the cost of getting to work where individuals cannot use public transport.

Youth Contract

5.40 We have a strong programme of existing reforms that support young people to gain the skills and experience they need to move into sustainable employment. However, the current economic situation means that there is also an immediate challenge and a need to do more. So, in addition to our existing reforms, we are committing to a new package of support worth nearly £1 billion over the next three years. This builds on what businesses are telling us about the practical help Government can provide to make it easier for them to take on young people, and enrich their chances of success in the world of work. It also fully complements and builds on existing welfare reforms and partnership relationships to offer an enhanced and strengthened offer.

5.41 We know that different young people need different types of support, so this package includes a range of measures to ensure that every 18-24 year old who finds themselves unemployed has the right support, at the right time, to help find a job and move into sustainable employment. It includes:

- Extra support through Jobcentre Plus offering young people more time in the form of additional adviser intervention from three months and weekly, rather than fortnightly, signing from five months;
- Access to a careers interview with the National Careers Service in the first three months of their claim;
- An offer of a work experience or sector-based work academy place for every unemployed²⁴ 18-24 year old who wants one, before they enter the Work Programme, providing up to an additional 250,000 places over the next three years. This supports employers and young people's desires to have an understanding of the world of work and the responsibilities that come with that; and
- A total of 160,000 wage incentives to make it easier for employers to take on young people aged 18-24. A wage incentive worth £2,275 will be available as part of the Work Programme. This will more than cover the cost of an employer's National Insurance contributions for employing a young person for a year and exceeds the recommendations of the CBI in their recent report on youth unemployment. It will also ensure that Work Programme providers are there to give ongoing support to the young person as they take their first steps into employment, helping them to overcome barriers to remaining in the workplace.

5.42 We are providing more support and more opportunities for young people but we also expect more in return. The signing regime will be more demanding than the current one. And those who drop out of a work experience placement or a subsidised (or other) job without good reason could be at risk of loss or reduction in their benefits.

²⁴ This applies if 18-24 year olds are on Jobseeker's Allowance for over three months.

Chapter 6: Inactive and Vulnerable 18-24 Year Olds

- 6.1 As we saw in Chapter 1, 371,000 young people aged 18-24 are not available for work because they are caring for a family, or have a disability or illness which prevents them from working. Others are inactive for other reasons, including taking a gap year or waiting to take up a course or job they have already found.
- 6.2 Some young people struggle to engage in education, training or employment due to major, often multiple barriers. Young people from vulnerable groups are much more likely to be NEET, including teenage parents, ex-offenders and those who have been in care or have been carers themselves. Chapters 2 and 3 describe how we will intervene early to address these issues and support young people under 18 to continue in learning and overcome barriers to participation.
- 6.3 For the older age group, we want to promote independence and personal responsibility and ensure that the most vulnerable are provided with tailored support. We will do this by:
- Where appropriate, supporting young people NEET on inactive benefits towards education, training and employment;
 - Working with the voluntary and community sector to provide additional support to young people to move into productive activity; and
 - Providing targeted support for specific groups.
- 6.4 Intensive early support for the most disadvantaged young people is vital. As we saw in Chapter 5, young people can access the Work Programme earlier than other claimants (after nine as opposed to 12 months). The most disadvantaged young people, including those NEET, repeat benefit claimants, former Incapacity Benefit claimants and those who are severely disadvantaged can access support at three months and the Employment and Support Allowance Work Related Activity Group are able to access the Work Programme at any point.
- 6.5 The Youth Contract underlines the importance that the Government attaches to providing the right support for those who need it most. As we have seen in Chapters 3 and 5, the extra support for vulnerable 16-

17 year olds and through the Work Programme for 18-24 year olds to access jobs will particularly benefit those who are least able to find work.

Reducing the number of young people NEET on inactive benefits

- 6.6 The Government is taking steps to help young people NEET on inactive benefits move off these benefits and towards work. These measures include:
- Employment Support Allowance/Incapacity Benefit Reassessment so that those on sickness benefits are assessed in terms of their work capability rather than being left without support in long-term benefit dependency;
 - Increasing lone parent conditionality so that those whose youngest child is over the age of five face active job-search requirements;
 - Extending childcare support, including for those working under 16 hours in Universal Credit, to improve incentives for lone parents to work;
 - New requirements for those in the Employment Support Allowance Work Related Activity Group who are able to prepare for work to participate in work preparation activities;
 - Introducing of Universal Credit for those currently on inactive benefits; and
 - Designing Universal Credit to support vulnerable groups.

Additional support from the Voluntary and Community Sector (VCS)

- 6.7 As we saw in Chapter 3, VCS organisations have a key role in supporting young people who are at risk of disengaging at all ages. The voluntary and community sector are uniquely placed to reach out to these individuals and play a vital role in strengthening communities, promoting opportunity and delivering personalised and innovative public services. The sector has a central part to play in preventing disengagement and supporting vulnerable young people to find and stay engaged in learning and work.
- 6.8 The Government's commitment to work in partnership with the voluntary and community sector is reflected in the renewed compact between the government and the sector launched last year, which aims to create the right environment for partnership working in order to deliver better outcomes for people and communities. We have committed to making it easier to run a charity, social enterprise or voluntary organisation, to getting more resources into the sector,

strengthening its independence and resilience and making it easier for such institutions to work with the state. As an example of this approach, Chapter 3 described the support for vulnerable young people provided through the Voluntary and Community Sector Grant and organisations like Tomorrow's People.

- 6.9 One of the key aims of the European Social Fund is to reduce the proportion of young people NEET and we are investing this money into proven programmes and interventions, many of which are run by voluntary and community sector organisations. By the end of 2010, these projects had already helped 221,000 young people NEET into education, employment or training since 2007 and further funding will be invested through this route up to 2013. We also want to harness innovative models of social finance to fund high quality voluntary and community sector support. We have also announced a new Innovation Fund worth £10 million per annum to give delivery organisations working with 14-21 year olds a real chance to develop innovative solutions to prevent young people becoming NEET through new social investment models.
- 6.10 The Prince's Trust and other voluntary and community sector partners have co-located in 29 jobcentres to work together and raise the profile of volunteering with Jobcentre Plus staff and customers. This has resulted in closer working and enhanced relationships between Jobcentre Plus and the voluntary and community sector organisations and has enabled them to work in partnership to deliver locally tailored solutions to help claimants in their search for work.

Case Study 9: The Prince's Trust

Steven had spent time homeless and in prison before becoming involved with The Prince's Trust. He was excluded from school and never returned, leading him to become involved with older gangs, taking drugs and drinking.

After leaving prison, Steven moved in with his grandfather and began to take control of his alcohol addiction. After being unemployed for two and a half years, he managed to secure work experience as a kitchen porter and joined the Get into Cooking programme.

During the programme, Steven's talents impressed both Prestonfield Executive Head Chef John McMahon and Garreth Wood, owner of Elements. Once the course was complete, he initially worked part-time in Elements before being 'headhunted' by Prestonfield. Steven is now a full-time Commis Chef there, preparing meals for hundreds of people including royalty. He recently ran his own section of the kitchen for a high-profile event, with real skill and expertise.

- 6.11 The Government is also committed to empowering public sector employees to take over the running of the services they provide by setting up public service mutuals. There is significant potential for these new mutuals to develop innovative services, as has been demonstrated in the provision of health and social care. The Cabinet Office has launched a Mutuals Information Service as a gateway to a comprehensive package of support for fledgling mutuals.

Targeted support for specific groups

- 6.12 Vulnerable young people often receive support from a wide range of different agencies and services and it is essential that this is joined up to maximise its effectiveness. It is also not the case that young people can be easily separated out into groups – each young person is unique and some may experience a number of different barriers. However, the section below sets out some of the specific support that young people in different circumstances can receive.

Lone parents

- 6.13 Lone parents are at particular risk of not participating. Subject to the passage of provisions in the Welfare Reform Bill, lone parents will only be able to claim Income Support until their youngest child is aged five (currently aged seven), thereafter moving into employment, or to Jobseeker's Allowance - if they are capable of but unable to find work - or Employment and Support Allowance if they have limited capacity to work. Over 50% of those on inactive benefits looking after a family are qualified below Level 2. As well as support to continue their learning through the Care to Learn programme detailed in Chapter 3, young parents will be encouraged to take advantage of fully-funded training provision while still on inactive benefits, especially where this fits with Government funded childcare provision, to better prepare themselves for their return to work.

Young people with health problems or who are disabled

- 6.14 Poor physical health, mental health and disability can be significant barriers for young people to employment, education and training and undermine successful transitions between key life stages. The importance of good mental health was recognised in the Government's mental health strategy²⁵.
- 6.15 To improve the experience of young people who are moving from CAMHS (Child and Adolescent Mental Health Services) to adult services the Department of Health ran a joint programme in partnership with the National CAMHS Support Service and the Social Care Institute for Excellence. This produced a series of practical tools and learning resources to help smooth the transition, for use by young people,

²⁵ Department of Health. *No Health Without Mental Health* (February 2011).

parents, carers, professionals and commissioners²⁶.

- 6.16 The Government has asked disabled people and their organisations throughout the UK to contribute directly to a new cross government disability strategy. The strategy will aim to give renewed impetus to the Government's commitment to disability equality. It sets out areas for discussion based on three key principles of raising aspiration, increasing individual control and changing attitudes and behaviours²⁷.

Young People with Learning Difficulties and/or Disabilities

- 6.17 Young people with learning difficulties and/or disabilities are more than twice as likely not to participate as their peers. Despite progress in the employment rate for disabled people generally it remains too low, and those with moderate to severe learning disabilities are even less likely to be employed.²⁸
- 6.18 The Special Educational Needs Green Paper sets out our vision for a radically different system to support better life outcomes for these young people. It contains a number of proposals for supporting young people to fulfil their aspirations and potential including:
- Creating a single statutory assessment process and "Education, Health and Care Plan" from birth to 25 for all those who would have had a statement of special educational needs or a statutory learning difficulty assessment. This will replace the current range of assessments at different ages and will set out a young person's learning and life outcomes across education, health, employment and an independent life;
 - Giving families an option of a personal budget to pay for the support required;
 - Ensuring an effective transition from school to further education;
 - Dedicated support to help disabled students participate and succeed in further education; and
 - Providing opportunities for workplace based learning through supported internships, work placements and the use of supported employment.

Young carers

- 6.19 Helping to care for a family member is something that many young people are happy and proud to do. It helps them develop a sense of responsibility and skills they will use later in life. Taking on a caring role

²⁶ The tools from this project are available at: www.nmhd.org.uk/our-work/improving-mental-health-care-pathways/supporting-effective-transitions-and-development-of-services-for-young-adults/transitions-guides/

²⁷ The discussion document can be found at <http://odi.dwp.gov.uk/about-the-odi/odi-news.php#fulfilling>. Responses will feed directly into the Government's strategy which will be published in Spring 2012.

²⁸ Labour Force Survey (2010) and NHS Information Centre for Health and Social Care (2008)

can strengthen family ties and build maturity and independence²⁹. However, inappropriate or excessive levels of caring by young people can put their education, training or health at risk.

- 6.20 Supporting young carers is a priority for this Government. The Government's revised Carers Strategy³⁰ has a strong focus on supporting young carers and emphasises the importance of adult and children's services working together with the voluntary sector to identify and support young carers. It also encourages local authorities to adopt the principles in *Working Together to Support Young Carers*³¹, a model memorandum of understanding published by the Associations of Directors of Adult and Children's Services that state that no care package should rely on a young person taking on an inappropriate caring role.

Offenders

- 6.21 The prison population is significantly skewed towards young people. The Government's strategy for offender learning³², sets out a new vision for education arrangements that will secure real and relevant vocational skills for young adults as they prepare for release from prison. The strategy is built upon on powerful and effective partnership working between the National Offender Management Service (NOMS), the Skills Funding Agency and Jobcentre Plus.
- 6.22 A new emphasis on local commissioning and management of the service will see coalitions of partners, drawn together by lead governors within the clusters of prisons between which offenders move during their sentence, ensuring the learning offer delivered by the Skills Funding Agency's providers is mapped precisely onto the needs of employers in the areas to which those prisoners will be released. And where there is a need for continuing education, the prison learning providers will be responsible for joining-up arrangements so that, supported by mentors funded by NOMS through its ESF programme, released prisoners are supported and encouraged to complete the skills programmes they began in custody.

Young substance misusers

- 6.23 The national Drug Strategy³³ clearly states that young people's drug use is a distinct problem. The majority of young people do not use drugs and most of those that do are not dependent. However, drug and/or alcohol misuse can have a major impact on young people's

²⁹ Aldridge, J. & Becker, S. *Children Who Care: Inside the World of Young Carers* (1993)

³⁰ Department of Health. *Recognised, valued and supported: next steps for the Carers Strategy* (November 2010)

³¹ Directors of Adult Social Services, Association of Directors of Children's Services: *Working Together to Support Young Carers: A Model Local Memorandum of Understanding between Statutory Directors of Children's Services and Adult Social Services* (December 2009)

³² Ministry of Justice, Department for Business, Innovation and Skills. *Making Prisons Work: Skills for Rehabilitation: Review of Offender Learning* (May 2011)

³³ HM Government. *Drug Strategy 2010: Reducing Demand, Restricting Supply, Building Recovery: Supporting People to Live a Drug Free Life* (December 2010)

education, their health, their families and their long-term chances in life. It is important that young people's services are configured and resourced to respond to their particular needs and to offer the right support as early as possible.

Care leavers

- 6.24 Young people leaving care need particular support to remain engaged. Revised regulations and guidance that came into force in April 2011, stress the importance of local authorities supporting care leavers to engage with employment, education, or training. Every care leaver will have a pathway plan setting out how the local authority will support their individual aspirations in these areas and will be supported by a Personal Adviser. Local authorities have a statutory duty to provide care leavers in higher education with a bursary of £2,000. The Government also funds the National Care Advisory Service, to run the From Care2Work programme, which is increasing employment opportunities - from work experience, through Apprenticeships to other full time jobs - for care leavers.

Case Study 10 – From Care2Work

The From Care2Work project is working with national and local employers, and over 100 local authorities to increase work opportunities for care leavers.

Nathan had not been participating in education, employment or training for a long time, but was keen to get into carpentry and joinery and had previously completed a joinery course at Bradford College. He was referred to From Care2Work by a local authority personal adviser.

Following an interview with Bradford Council's Building services, Nathan completed his trial period to a high standard and moved into a full time Apprenticeship. He also attended Leeds College of Building to undertake an NVQ Level 2. Nathan has recently completed his first Apprenticeship and is now moving into a further 2 year Apprenticeship to increase his skills and qualifications. There is a commitment to him being taken on as an employee when he has finished this.

"I really enjoy my Apprenticeship; I have never experienced some of the work before and could not wish for better." - Nathan

Chapter 7: Conclusion

7.1 This strategy has set out our ambitious plans to achieve full participation for 16-17 year olds, reverse the trend of rising youth unemployment and tackle the long-term consequences of young people being NEET.

7.2 The radical programme of reforms to schools, vocational education, skills and welfare that we have already set in train will ensure that more young people have the qualifications and experience they need to succeed in education and training and to progress into successful careers.

7.3 But we recognise the scale of the challenge and that is why we have put in place new measures to support the most vulnerable young people to overcome the barriers which prevent them from finding, or staying in, learning or work. We are:

- Raising the participation age to 17 in 2013 and 18 in 2015 so that all young people have the opportunity to engage in high quality education and training that prepares them for higher education and successful employment;
- Creating new coherent 16-19 programmes of study, offering breadth and depth, including English and maths for those who have not reached GCSE and substantive workplace experience;
- Challenging local areas to fulfil their responsibilities to support all young people to participate by continuing the September Guarantee, expanding the Raising the Participation local projects, publishing more performance data and developing a performance management process for areas that are failing to deliver;
- Further targeting Apprenticeships on younger adults, ensuring consistently high quality across all Apprenticeships, offering at least 40,000 incentives for small businesses to take on a young apprentice and cutting back on bureaucracy to encourage more employers to join the programme; and
- Establishing a new Youth Contract, worth almost £1 billion over the next three years. This will provide £150 million of new investment to support vulnerable 16-17 year olds NEET, 160,000 wage subsidies for 18-24 year olds and 250,000 new Work Experience placements for this age group.

7.4 Taken together, our existing radical reforms and these new measures mean that, despite the challenging economic climate, we have a clear strategy to maximise young people's participation education, training and work. This will provide even more young people with the support they need to make a successful transition from education into work, bringing benefit to themselves, the economy and the wider community.

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Report of Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 9th February 2012

Subject: Inquiry on External Placements – Draft Final Report & Recommendations

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary of main issues

1. The Scrutiny Board had been tasked with carrying out a piece of work this year on each of the three Children and Young People’s Plan (CYPP) obsessions. The first of these relates to reducing the number of looked after children.
2. This inquiry has now been completed.
3. The draft scrutiny inquiry report will follow and will be available prior to the meeting.

Recommendations

4. Members are asked to consider the Board’s draft final report and recommendations following completion of its deliberations on this issue.

1.0 Introduction

- 1.1 The Scrutiny Board had been tasked with carrying out a piece of work this year on each of the three Children and Young People's Plan (CYPP) obsessions. The first of these relates to reducing the number of looked after children.
- 1.2 The council has adopted an Outcome Based Accountability approach to addressing the obsessions, drawing up plans to 'turn the curve' and improve performance. In relation to this particular obsession, earlier intervention is seen as key to achieving the Children and Young People's Plan priority to help children and young people to live in safe and supportive families.
- 1.3 The Board was aware that the key budget challenge for Children's Services is managing expenditure on external placements for looked after children. This includes both the use of independent fostering agencies in addition to council foster carers and also residential placements for children and young people outside of the council's own residential provision, in some cases outside of the Leeds area.
- 1.4 The current trend of both an increasing dependence on external placements and rising costs is not unique to Leeds, but it is an area that must be addressed if we are to be able to manage budgets effectively and also be able to reinvest in early intervention to meet the Council's aspirations for 'turning the curve'. We therefore decided to focus our scrutiny inquiry for this obsession on the issue of external placements.
- 1.5 We emphasised at the outset that safeguarding our children and young people cannot be compromised, as reflected in the CYPP outcome that our children and young people should be safe from harm. Any recommendations we have made takes account of the need to ensure that our children and young people are safely provided for.

2.0 Corporate Considerations

(a) Consultation and Engagement

- 2.1 Scrutiny Board Procedure Rule 13.2 states that "where a Scrutiny Board is considering making specific recommendations it shall invite advice from the appropriate Director(s) prior to finalising its recommendations. The Director shall consult with the appropriate Executive Member before providing any such advice. The detail of that advice shall be reported to the Scrutiny Board and considered before the report is finalised."
- 2.2 The Director of Children's Services has been consulted and his advice and comments will be submitted to Members when considering their final report.
- 2.3 Where internal and external consultation and engagement processes have been undertaken with regard to this particular inquiry, details of any such action is referenced within the inquiry report.

(b) Equality and Diversity / Cohesion and Integration

- 2.4 Where consideration has been given to the impact on equality areas, as defined in the Council's Equality and Diversity Scheme, this will be referenced within the inquiry report.

(c) Council Policies and City Priorities

- 2.5 Children and Young People's Plan

(d) Resources and Value for Money

- 2.6 Details of any significant resource and financial implications linked to the Scrutiny Inquiry will be referenced within the inquiry report.

(e) Legal Implications, Access to Information and Call In

- 2.7 This report does not contain any exempt or confidential information.

(f) Risk Management

- 2.8 This section is not relevant to this report.

3.0 Conclusions

- 3.1 Scrutiny Board (Children and Families) has now completed its inquiry on external placements. The Board is now in a position to report on its findings and its conclusions and recommendations resulting from the evidence gathered.

4.0 Recommendations

- 4.1 Members are asked to consider the Board's draft final report and recommendations following completion of its deliberations on this issue.

5.0 Background documents

None

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Report of the Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 9th February 2012

Subject: Work Schedule

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

1. Purpose of this Report

- 1.1 The purpose of this report is to consider the Scrutiny Board's work schedule for the forthcoming municipal year.

2. Main Issues

- 2.1 A draft work schedule is attached as appendix 1. The work programme has been provisionally completed pending on going discussions with the Board. The work schedule will be subject to change throughout the municipal year.
- 2.2 Also attached as appendix 2 and 3 respectively are the minutes of Executive Board for January 2012 and the Council's current Forward Plan relating to this Board's portfolio.

3. Recommendations

- 3.1 Members are asked to:
- Consider the draft work schedule and make amendments as appropriate.
 - Note the Executive Board minutes and Forward Plan

4. Background documents

None used

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Scrutiny Board (Children and Families) Work Schedule for 2011/2012 Municipal Year

Area of review	Schedule of meetings/visits during 2011/12		
	June	July	August
reducing the numbers of looked after children	Consider potential scope of review SB 23/06/11 @ 9.45am	Agree scope of review SB 21/07/11@ 9.45am	
improving attendance	Consider potential scope of review SB 23/06/11 @ 9.45am		
increasing the number of young people in employment, education and training	Consider potential scope of review SB 23/06/11 @ 9.45am		
Children's Social Care System Review			WG 10/08/11 @ 10.00am
Board initiated piece of Scrutiny work (if applicable)	Consider potential areas of review		
Recommendation Tracking		Formal response to the Scrutiny Inquiry into School Balances Quarterly recommendation tracking report SB 21/07/11 @ 9.45am	
Performance Monitoring			

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Scrutiny Board (Children and Families) Work Schedule for 2011/2012 Municipal Year

Area of review	Schedule of meetings/visits during 2011/12		
	September	October	November
reducing the numbers of looked after children	Evidence gathering SB 8/09/11 @9.45am Working groups and visits 20/09/11 @ 9.00am 28/09/11 @ 1.00pm	Evidence gathering SB 6/10/11 @9.45am Working groups and visits 6/10/11 @ 2.30pm 18/10/11 @ 11.00am 19/10/11 @ 2.00pm	Evidence gathering SB 10/11/11 @9.45am Working groups and visits 15/11/11 16/11/11
improving attendance	Agree scope of review SB 8/09/11 @9.45am		Evidence gathering SB 10/11/11 @9.45am Working groups and visits 24/11/11
increasing the number of young people in employment, education and training			Agree scope of review SB 10/11/11 @9.45am
Children's Social Care System Review		WG 24/10/11 @ 2.00pm	
Youth Services			
Recommendation Tracking		Quarterly recommendation tracking report SB 6/10/11 @ 9.45am	
Performance Monitoring			Ofsted inspection report SB 10/11/11 @ 9.45am

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Key: SB – Scrutiny Board (Children and Families) Meeting

WG – Working Group Meeting

Scrutiny Board (Children and Families) Work Schedule for 2011/2012 Municipal Year

Area of review	Schedule of meetings/visits during 2011/12		
	December	January	February
reducing the numbers of looked after children	Visits 5/12/11		Draft inquiry report SB 09/02/12 @9.45am
improving attendance	Evidence gathering SB 8/12/11 @9.45am (To take place in selected clusters)		
increasing the number of young people in employment, education and training			Evidence gathering SB 09/02/12 @9.45am Working groups and visits tbc
Children's Social Care System Review		WG date tbc	
Youth Services	WG 16/12/11 @10.00am		
Recommendation Tracking		Quarterly recommendation tracking report SB 12/01/12 @ 9.45am	
Performance Monitoring		Quarter 2 performance report SB 12/01/12 @ 9.45am Children's Services Improvement Plan SB 12/01/12 @9.45am Outcomes for Looked After Children SB 12/01/12 @ 9.45am	

Scrutiny Board (Children and Families) Work Schedule for 2011/2012 Municipal Year

Area of review	Schedule of meetings/visits during 2011/12		
	March	April	May
reducing the numbers of looked after children			
improving attendance			
increasing the number of young people in employment, education and training	Evidence gathering SB 15/03/12 @ 9.45am Working groups and visits tbc		
Children's Social Care System Review			
Youth Services			
Recommendation Tracking	Quarterly recommendation tracking report SB 13/03/11 @ 9.45am		
Performance Monitoring	Quarter 3 performance report SB 15/03/12 @9.45 am		

EXECUTIVE BOARD

WEDNESDAY, 4TH JANUARY, 2012

PRESENT: Councillor K Wakefield in the Chair

Councillors J Blake, M Dobson,
R Finnigan, S Golton, P Gruen, R Lewis,
A Ogilvie and L Yeadon

Councillor J Procter – Substitute Member

161 Substitute Member

Under the terms of Executive Procedure Rule 2.3 Councillor J Procter was invited to attend the meeting on behalf of Councillor A Carter.

162 Exempt Information - Possible Exclusion of the Press and Public

RESOLVED – That the public be excluded from the meeting during the consideration of the following parts of the agenda designated as exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) Appendix 1 to the report referred to in Minute No. 168 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that it relates to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through one to one negotiations for the disposal of the property/land then it is not in the public interest to disclose this information at this point in time. Also it is considered that the release of such information would, or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.
- (b) Appendix 1 to the report referred to in Minute No. 173 under the terms of Access to Information Procedure Rule 10.4(3) and on the grounds that it contains information relating to the financial or business affairs of any particular person (including the authority holding that information). It is considered that the public interest in maintaining the content of

Appendix 1 as exempt outweighs the public interest in disclosing the information at this point in time.

163 Late Items

The Chair admitted to the agenda, the following late items of business:

- (a) A report entitled, 'East Leeds Regeneration Board' (Minute No. 169 referred). It was deemed appropriate that this matter be considered by the Board as a matter of urgency in order to ensure that the Board received at the earliest opportunity the latest information and clarification with regard to the governance arrangements for the East Leeds Regeneration Board.
- (b) A report entitled, 'Letter from the Minister for Children and Families, Tim Loughton, regarding the Children's Services Improvement Notice', (Minute No. 182 referred). Following receipt of the correspondence from the Minister for Children and Families on the 21st December 2011, it was deemed appropriate that Executive Board members be provided at the earliest opportunity with the latest information regarding the lifting of the Improvement Notice upon Children's Services in Leeds.

164 Declaration of Interests

Councillor Dobson declared a personal interest in the agenda item entitled, 'Response to the Consultation on the Foundation Trust Application by Leeds NHS Trusts' due to being a member of Leeds Teaching Hospitals NHS Trust (Minute No. 173 referred).

Councillors Yeadon declared a personal interest in the agenda item entitled, 'Community First', due to her position on the Kirkstall Community First Panel and also a personal interest in the agenda item entitled, 'Response to the Consultation on the Foundation Trust Application by Leeds NHS Trusts', due to being a member of the Leeds Initiative: Health and Wellbeing Board (Minute Nos. 167 and 173 referred respectively).

Councillor Wakefield declared a personal interest in the agenda item entitled, 'Response to the Consultation on the Foundation Trust Application by Leeds NHS Trusts' due to being a member of the Leeds Initiative: Health and Wellbeing Board (Minute No. 173 referred).

Councillor Ogilvie declared a personal interest in the agenda item entitled, 'Community First', due to his position on his local Community First Panel (Minute No. 167 referred).

On behalf of Councillor Blake, who was scheduled to join the meeting at a later point, Councillor Wakefield declared that Councillor Blake had a personal interest in respect of the agenda item entitled, 'Community First', due to her position on her local Community First Panel and also a personal interest in the agenda item entitled, 'Response to the Consultation on the Foundation Trust Application by Leeds NHS Trusts', due to being a member of the Leeds

Initiative: Health and Wellbeing Board (Minute Nos. 167 and 173 referred respectively).

A further declaration of interest was made at a later point in the meeting (Minute No. 178 referred).

165 Minutes

RESOLVED – That the minutes of the meeting held on 14th December 2011 be approved as a correct record.

DEVELOPMENT AND THE ECONOMY

166 Deputation by Leeds Cycling Action Group

The Director of City Development submitted a report responding to the issues raised by the Leeds Cycle Action Group during the organisation's deputation to the Council meeting held on 16th November 2011. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Correspondence on behalf of the National Federation of the Blind addressed to the Leader of Council had been tabled at the meeting for Board Members' consideration. The correspondence detailed the Federation's specific concerns regarding the proposed cycle way for Cookridge Street and Portland Crescent.

In responding the correspondence circulated, the Executive Member for Development and the Economy undertook to schedule a meeting between representatives of the Council and the Federation, in order to discuss their specific concerns.

RESOLVED –

- (a) That the contents of the submitted report be noted.
- (b) That the concerns of the Leeds Cycling Action Group be acknowledged together with the programmes and initiatives which are being pursued by the Council which aim to satisfy such concerns, whilst also maintaining a balance of provision for all road users.
- (c) That the Chief Officer of Highways and Transportation be invited to address the Cycling Consultation Forum.
- (d) That a meeting be scheduled between representatives of both the Council and the National Federation of the Blind, in order to discuss the specific concerns which had been highlighted by the Federation.

NEIGHBOURHOODS, HOUSING AND REGENERATION

167 Community First

The Assistant Chief Executive (Customer Access and Performance) submitted a report which aimed to raise awareness of the Community First

Draft minutes to be approved at the meeting
to be held on Friday, 10th February, 2012

and Community Organiser programmes. In addition, the report sought the Board's support for the Council's active engagement and co-operation in establishing the Community First Programme in Leeds, together with the undertaking that other programmes, where appropriate, would be aligned with the Community First initiative. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Members welcomed the additional funding which would be received within targeted Wards, however, concerns were raised regarding the process by which the funding would be allocated, the extent to which the local authority had been involved in that process and how the targeted Wards had been identified.

Concerns were raised regarding the remit and the accountability arrangements for the Community Organisers. In addition, Members further considered the criteria which had been used to identify the targeted Wards and enquired how the funding would be used to specifically address those issues on which the selection criteria had been based, such as benefit claimant levels. In response, it was requested that a report was submitted to a future meeting of the Board in order to clarify such matters.

RESOLVED –

- (a) That the Council's active engagement and co-operation in establishing the Community First Programme in Leeds be supported.
- (b) That the alignment of the programme with other relevant initiatives be endorsed.
- (c) That the Board's awareness of the Community Organisers' Programme and the potential relationships with other related programmes, be noted.
- (d) That a further report be submitted to a future meeting of the Board in order to clarify those matters relating to the initiative which had been raised during the discussion.

168 60, Sholebroke Avenue, Chapeltown, LS7

Further to Minute No. 21, 22nd June 2010, the Director of Environment and Neighbourhoods submitted a report which sought approval to sell 60, Sholebroke Avenue, Chapeltown, to Unity HA at a less than best consideration in order to bring the property back into use as a 7 bedroomed family home for a family to be housed from the housing register. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Following consideration of Appendix 1 to the submitted report, designated as exempt under Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting it was

RESOLVED – That 60, Sholebrook Avenue be sold at a less than best consideration and on the terms detailed within the exempt appendix to the submitted report to Unity HA, in order that the property can be refurbished to Code Level 3 for Sustainable Homes, and brought back into use as a 7 bedroomed family house.

169 East Leeds Regeneration Board

The Director of Environment and Neighbourhoods submitted a report outlining proposals regarding the establishment of area regeneration sub-boards to the overarching Housing and Regeneration Strategic Partnership Board, whilst also seeking Executive Board's endorsement of the governance arrangements set out for the East Leeds Regeneration Board. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Copies of the report and appendices had been circulated to all relevant parties following the publication of the agenda papers.

Following Members' enquiries, the Board received clarification with regard to the status of the Shadow Board. It was also emphasised that the Sub Board, when it became operational, would be an advisory body only. In addition, assurances were received regarding the composition of, and the appointment process to the East Leeds Regeneration Board. Enquiries were also raised regarding the geographical area covered by the Board and the added value that the proposals would bring.

Responding to a specific request that opposition representation on the Board was allowed to be taken from the overall membership of each opposition group, rather than just from those opposition Members representing the affected Wards, it was stated that this request would be given serious consideration.

In conclusion, the Chair acknowledged that further work was required to be undertaken with regard to regeneration in other parts of the city. Specifically in relation to the work currently being undertaken in East Leeds, further consideration could be given to the current model by Executive Board, should concerns remain.

RESOLVED –

- (a) That the proposal to establish area regeneration sub-boards, be noted.
- (b) That the arrangements for the East Leeds Regeneration Board, as detailed within the submitted report, be endorsed.

LEISURE

170 Review of Leeds City Council Gymnastics Training Scheme

The Director of City Development submitted a report seeking approval to transfer the operation of the Leeds Gymnastics Training Scheme from Leeds City Council to the City of Leeds Gymnastics Club Community Interest

Company, which would help develop gymnasts to reach their full potential, with a reducing contribution from the Council. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

The Executive Member for Leisure paid tribute to all of those who had been involved in getting the scheme to its current position, particularly the City of Leeds Gymnastics Club.

Assurances were received in response to enquiries regarding the consultation process which had been undertaken.

RESOLVED –

- (a) That the transfer of the Leeds Gymnastics Training Scheme from Leeds City Council to the City of Leeds Gymnastics Club Community Interest Company from 1 April 2012 be approved.
- (b) That approval be given to Leeds City Council providing financial support to City of Leeds Gymnastics Club Community Interest Company up to a maximum of £250,000 over the next 4 year period.
- (c) That approval be given to Leeds City Council acting as guarantor on the leasehold (Unit 1 Limewood Business Park) for a period of 4 years commencing on 1st February 2012 and terminating 31st January 2016.

ADULT HEALTH AND SOCIAL CARE

171 Response to the Deputation to Council by the Access Committee for Leeds about celebrating volunteers of Leeds

The Assistant Chief Executive (Customer Access and Performance) together with the Director of Adult Social Services submitted a joint report responding to the issues raised by the Access Committee for Leeds during the organisation's deputation to the Council meeting held on 16th November 2011. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

On behalf of the Board, the Chair thanked of those volunteers and voluntary organisations throughout Leeds who made an excellent contribution to the city.

RESOLVED –

- (a) That the contents of the submitted report be noted.
- (b) That the work which is taking place to support volunteering and the Third Sector be noted.
- (c) That Adult Social Care's approach towards ensuring that a diverse care market thrives in Leeds, and where localism and volunteering are

valued and encouraged alongside a wide variety of other providers, be noted and endorsed.

172 Outline Plan for Brook House, St Anne's on Sea

The Director of Adult Social Services submitted a report outlining proposals with regard to the future of Brook House. In summary, the report proposed to cease the use of Brook House, sell the property and pass the proceeds of the sale to Leeds Community Foundation, which would hold the sum in trust for those people of Leeds who broadly met the requirements of the bequest, in order to support their access to their individual choice of holiday arrangements. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

In responding to enquiries, officers undertook to provide Members with details of any similar properties within the Council's possession which were located outside of the city boundary.

RESOLVED – That the following be approved, subject to the acceptance of the proposed course of action by the Charity Commission:-

- The Council submit a proposal to the Charity Commission for the disposal of the property known as Brook House demonstrating why the intended new purpose is in the best interest of the charity.
- That if approval is given by the Charity Commission to the Council's proposals, the Council proceeds with the sale of the property known as Brook House.
- The Council continues to work with Leeds Community Foundation to further an agreement on the establishment of a trust fund to continue to meet the broad requirements of the bequest from Harry Brook.

173 Response to the consultation on Foundation Trust application by Leeds' NHS Trusts

The Director of Adult Social Services submitted a report providing details of the Foundation Trust application process being undertaken by the Leeds NHS Trusts and which enabled the Board to consider and respond to the potential impact of such matters upon the local authority. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Following consideration of Appendix 1 to the submitted report, designated as exempt under Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting it was

RESOLVED -

- (a) That the implications for the Local Authority arising from the Foundation Trust applications being undertaken by the Leeds NHS Trusts, be noted.
- (b) That the submission of the formal consultation responses be approved.
- (c) That a report providing further details regarding the current landlord and tenant issue between the Council and the Teaching Hospitals Trust, as outlined within exempt appendix 1 to the report, be submitted in due course.

174 Public report of the Local Government Ombudsman regarding a complaint about a joint service provided by the Council and Leeds Community Healthcare NHS Trust

The Director of Adult Social Services submitted a report which informed the Board of a finding of maladministration with injustice, in a report issued by the Local Government Ombudsman in November 2011. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

On behalf of the Council, the Board and the Chief Executive conveyed their full and unreserved apologies to the family concerned for the service which they had received. In addition, the Board acknowledged the swift and positive actions taken by both the Council and Leeds Community Healthcare NHS Trust following receipt of the complaint, whilst tributes were also paid to the invaluable work which continued to be undertaken throughout the city within the area of Adult Social Care.

RESOLVED -

- (a) That the Ombudsman's Report and findings, together with the Council's response be received and noted.
- (b) That it also be noted that this case dates back as far as 2008 and since then the Council has provided a significant training programme to workers in the areas of Safeguarding Vulnerable Adults and the Mental Capacity Act.

RESOURCES AND CORPORATE FUNCTIONS

175 Financial Health Monitoring 2011/12 - Month 8

The Director of Resources submitted a report setting out the Council's projected financial health position after eight months of the financial year. The report reviewed the position of the budget after eight months and commented upon the key issues impacting on the overall achievement of the budget for the current year. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Following Members' enquiries, the Board was provided with the latest budgetary position within Environmental Services, specifically in relation to the

provision of waste disposal. In addition, clarification was also provided to Members regarding the proposed allocation of the income which had been received from NHS Leeds.

In conclusion, the Chair welcomed the all party approach which continued to be taken towards addressing the Council's current budgetary position. In addition, he paid tribute to all the actions which had been taken to achieve the savings made to date, whilst emphasis was also placed upon the vital nature of the services the Council continued to provide to vulnerable groups.

RESOLVED - That the projected financial position of the authority after eight months of the financial year be noted.

176 Large Casino - Approval of revised Gambling Act 2005 Statement of Licensing Policy 2010-2012

The Director of Resources submitted a report presenting comments from the Scrutiny Board (Resources and Council Services) on the revised Gambling Act 2005 Statement of Licensing Policy which contained a statement of the principles that the Council would apply when determining the large casino licence. In addition, the report also presented the comments from the same Scrutiny Board on the Consultation Report which was the proposed Council response to the public consultation exercise on the large casino section in the Policy, and the draft application pack. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Copies of the Statement of Licensing Policy 2010-2012 together with the Consultation Report had been circulated to Board Members for their consideration at the time of the agenda despatch.

RESOLVED –

- (a) That the comments made by Scrutiny Board (Resources and Council Services) on the revised Gambling Act 2005 Statement of Licensing Policy 2010-2012 and the consultation report be noted as the Council's response to the public consultation.
- (b) That the Statement of Licensing Policy 2010 – 2012, together with the associated Consultation Report be referred to full Council for approval.

(The matters referred to within this minute were not eligible for Call In, as the ultimate determination of such matters are reserved to Council)

DEVELOPMENT AND THE ECONOMY

177 Response to Deputation from Scott Hall and Sholebroke Tenants' and Residents' Association regarding the need for a Formal Crossing Facility on Scott Hall Road

The Director of City Development submitted a report responding to the issues raised by the Scott Hall and Sholebroke Tenants' and Residents' Association during the organisation's deputation to the Council meeting held on 16th

November 2011. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

The Executive Member for Development and the Economy advised that the matters raised by the deputation would continue to be monitored.

RESOLVED –

- (a) That the contents of the submitted report be noted.
- (b) That the concerns raised by residents be acknowledged.
- (c) That approval be given to a further survey being undertaken at a different time of year in order to capture any potential additional seasonal pedestrian demand.

178 Interim Affordable Housing Policy

Further to Minute No. 221, 18th May 2011, the Director of City Development submitted a report providing a response to the recommendation of Scrutiny Board (Regeneration) agreed by the Scrutiny Board on 29th November 2011, which asked that the Executive Board “reconsiders this interim housing policy as a matter of urgency with a view to reinstating the 2008 affordable housing targets in relation to Greenfield sites”. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Councillor J Procter, as Chair of the Scrutiny Board (Regeneration) highlighted the issues which had been raised during the Scrutiny Inquiry, which had led to the recommendation to Executive Board.

Concerns were raised in relation to the retrospective applications which had been submitted by some developers in line with the lower affordable housing provision percentage targets of the interim policy, despite already having planning permission with agreements for provision of affordable housing at the previous higher level, with specific emphasis being placed upon those instances concerning Greenfield sites.

Responding to the concerns raised, it was emphasised that the interim policy needed to be maintained in order to stimulate the industry, however, Members noted that the matter would be closely monitored and would be resubmitted to the Board for review as appropriate, in order to adapt to any changes within the housing market.

In instances where permissions had been granted at appeal, but developers had yet to submit new planning applications for reduced contributions, Members highlighted as a potential way forward, the scope that the Local Planning Authority had to reconsider Section 106 packages on a case by case basis, and in consultation with local Members and communities could seek increased affordable housing contributions as a priority at the expense of other funding areas.

RESOLVED –

- (a) That the existing 2011 Interim Affordable Housing policy targets as agreed by Executive Board in May 2011 be retained.
- (b) That a monitoring report on the progress of the revised policy be received by the Board in Summer 2012.
- (c) That it be clarified that the implementation period is 2 years from the date of the decision to grant planning permission, subject to Section 106 obligations in order to secure the early delivery of affordable housing and that at the end of 2 years if not implemented, the percentage of affordable housing will revert to whatever the policy is at the time.
- (d) That on those Greenfield sites which are granted at appeal with higher levels of affordable housing, and where lower levels of affordable housing is sought in accordance with the interim policy, regard is had to the content of the overall Section 106 package together with local priorities, in consultation with Ward Members and local communities.

(Councillor Golton declared a personal interest in this matter, due to having relatives working within the building trade)

(Under the provisions of Council Procedure Rule 16.5, Councillor Finnigan required it to be recorded that he voted against the decisions taken above)

179 Bradford's Core Strategy: Further Engagement Draft 2011

The Director of City Development submitted a report identifying a number of policies and proposals detailed within Bradford's Core Strategy: Further Engagement Draft 2011, which had the potential to impact significantly upon Leeds. In addition, the report also recommended the submission of a response to Bradford's Core Strategy, as appended to the submitted report. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Members welcomed the recommendations within the report, but highlighted that similar issues may need to be addressed in respect to other neighbouring Local Authorities' Core Strategy documents. Responding to a specific enquiry, the Board noted that Kirklees Council's Core Strategy was not yet at the same stage as Bradford's and therefore the opportunity had not yet arisen to provide a response to it.

Following comments raised regarding the role which could be played by the Leeds City Region on this issue and the benefits of a cohesive approach being taken between authorities, the Chief Executive emphasised the good working relationships which existed between Leeds and Bradford and advised that further re-engagement could be made with other local authorities and on a Leeds City Region basis in addressing such matters, whilst further officer time could also be invested.

RESOLVED – That the Board formally object to Bradford’s Core Strategy: Further Engagement Draft, on the basis that:

- (i) proposals for redrawing the Green Belt boundary to enable development at Holme Wood and Menston would encroach into the strategic gap between Leeds and Bradford leading toward a merging of the two cities.
- (ii) traffic congestion and hazards would be created to roads in Leeds, particularly the A657 and routes to Drighlington and beyond, and the A65.

180 Neighbourhood Planning - Consultation Response to the Government's Draft Regulations for Reform

Further to Minute No. 121, 2nd November 2011, the Director of City Development submitted a report which presented for approval and subsequent submission to the Department for Communities and Local Government (DCLG), the Council’s draft response to the Government’s proposals regarding the reform of Neighbourhood Planning; Community Right to Build and Neighbourhood Development Orders. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Concerns were raised regarding the resource and budgetary implications arising from the Government’s proposals which would be placed upon the Council and it was suggested that representations were made to the Government emphasising that in order to ensure the proposals were implemented successfully, additional resource would be required.

The Board considered the differing approaches towards the initiative which would be adopted by individual communities and Parish and Town Councils, and highlighted the role of Area Committees and Area Management in neighbourhood planning matters.

RESOLVED –

- (a) That the contents of the submitted report, in association with the previous background information received by the Board at the meeting held on 2nd November 2011, be noted.
- (b) That the response to the Government’s proposals for reform of Neighbourhood Planning; Community Right to Build and Neighbourhood Development Orders, as set out within section 3 of the submitted report and also in the questionnaire attached as Appendix 1 be approved, and that the response be submitted to the Department for Communities and Local Government before 5th January 2012.
- (c) That the submitted report be circulated to Town and Parish Councils for their information.

(The matters referred to within this minute were not eligible for Call In, due to the 5th January 2012 deadline for responding to the DCLG consultation process on the draft neighbourhood planning regulations)

Draft minutes to be approved at the meeting
to be held on Friday, 10th February, 2012

CHILDREN'S SERVICES

181 Primary Basic Need 2013 - Outcome of Consultation on Proposals for Expansion of Primary Provision in 2013

The Director of Children's Services submitted a report which detailed the outcomes arising from the public consultation exercises undertaken regarding the expansion of primary provision across the city. In addition, the report made several recommendations with respect to the next steps for each of the proposals detailed within the submitted report. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

In presenting the report, it was noted that regarding the Florence Street proposal, further consideration would need to be given to the activities on the existing refuse site which was in the proximity of the proposed school site. In addition, the strong representations which had been made regarding the proposal for the South Leeds Sports Centre site were acknowledged, and it was noted that work was ongoing in considering whether both leisure and educational provision could be accommodated on that same site.

In discussing this matter, Members highlighted the proposed significant expansion of Morley Newlands Primary School, received assurances regarding the work being undertaken in respect of Free Schools in Leeds and were provided with details regarding the costing exercise with respect to the decontamination work required at the Florence Street site. Having received details of what the temporary accommodation arrangements proposed within the submitted report entailed, assurances were provided that implementing such measures would be done in consultation with local Ward Members.

RESOLVED –

- (a) That the publication of an 'invitation to bid' statutory notice for a proposed new 420 place school with 26 place nursery on land at Florence Street to serve families in that area, be approved.
- (b) That the publication of an 'invitation to bid' statutory notice for a proposed new 420 place school with 26 place nursery on land at the former South Leeds sports centre to serve families in that area, be approved.
- (c) That the publication of a statutory notice for the expansion of Morley Newlands Primary School from 420 pupils to 630 pupils be approved.
- (d) That it be noted the authority will commission temporary increases in a number of areas whilst further evidence is gathered to identify permanent expansion proposals.

182 Letter from the Minister for Children and Families, Tim Loughton, regarding the Children's Services Improvement Notice

The Director of Children's Services submitted a report presenting for consideration a letter from the Minister for Children and Families, Tim Loughton, to the Leader of the Council, which confirmed that the Improvement Notice placed upon Leeds Children's Services in March 2010 had been lifted with immediate effect. In determining this matter, the Board took into consideration all matters contained within the accompanying report.

Copies of the report and appendices had been circulated to all relevant parties following the publication of the agenda papers.

The Board paid tribute to and thanked all officers involved, members of the Improvement Board, the Executive Member for Children's Services and the Director for all of their efforts which had led to the Minister for Children and Families lifting the Improvement Notice for Children's Services in Leeds. However, it was acknowledged that work would continue in order to ensure that Children's Services provision across the city continued to improve.

RESOLVED –

- (a) That the removal of the Improvement Notice from Children's Services in Leeds be noted, and it be acknowledged that this is an important milestone for the ongoing improvement journey.
- (b) That the important role which the Improvement Board has played in supporting the improvements made be formally acknowledged, and in particular, the Independent Chair, Bill McCarthy, together with the Support and Challenge Advisor, Penny Thompson, and all the partner agencies on the Board be thanked for their key contributions.
- (c) That the workforce of the Council together with its partners be thanked for achieving this significant milestone, in addition to their continued support in rising to the outstanding performance challenges faced.

DATE OF PUBLICATION: 6TH JANUARY 2012

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** 13TH JANUARY 2012 (5.00 P.M.)

(Scrutiny Support will notify Directors of any items called in by 12.00 p.m. on 16th January 2012)



**FORWARD PLAN OF KEY DECISIONS
Relating to Scrutiny Board (Children and Families)**

1 February 2012 – 31 May 2012

What is the Forward Plan?

The Forward Plan is a list of the key decisions the Authority intends to take during the period 1 February 2012 – 31 May 2012. The Plan is updated monthly and is available to the public 14 days before the beginning of each month.

What is a Key Decision?

A Key decision, as defined in the Council's Constitution is an executive decision which is likely to:

- result in the Authority incurring expenditure or making savings over £250,000 per annum, or
- have a significant effect on communities living or working in an area comprising 2 or more wards

What does the Forward Plan tell me?

The Plan gives information about:

what key decisions are coming forward in the next four months
when those key decisions are likely to be made
who will make those decisions
what consultation will be undertaken
who you can make representations to

Who takes key decisions?

Under the Authority's Constitution, key decisions are taken by the Executive Board or Officers acting under delegated powers.

Who can I contact?

Each entry in the Plan indicates the names of all the relevant people to contact about that particular item. In addition, the last page of the Forward Plan gives a complete list of all Executive Board members.

How do I make contact?

Wherever possible, full contact details are listed in the individual entries in the Forward Plan. If you are unsure how to make contact, please ring Leeds City Council and staff there will be able to assist you:

Leeds City Council - Telephone: 0113 2474357

How do I get copies of agenda papers?

The agenda papers for Executive Board meetings are available five working days before the meeting from:

Governance Services, Civic Hall, Portland Crescent, Leeds, LS1 1UR

Telephone: 0113 2474350

Fax: 0113 3951599

Email: cxd.councilandexec@leeds.gov.uk

On occasions, the papers you request may contain exempt or confidential information. If this is the case, it will be explained why it will not be possible to make copies available.

Where can I see a copy of the Forward Plan?

The Plan can be found on the Leeds City Council Website www.leeds.gov.uk. The Plan is regularly updated and for legal reasons is formally published on a monthly basis on the following dates:

2011/12

16 th June 2011	17 th December 2011
15 th July 2011	17 th January 2012
17 th August 2011	15 th February 2012
16 th September 2011	16 th March 2012
17 th October 2011	16 th April 2012
16 th November 2011	

About this publication

For enquiries about the Forward Plan of Key Decisions please:

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We will then make arrangements for an interpreter to contact you. We can assist with any language and there is no charge for interpretation.

(Bengali):-

যদি আপনি ইংরেজীতে কথা বলতে না পারেন এবং এই দলিলটি বুঝতে পারার জন্য সাহায্যের দরকার হয়, তাহলে দয়া করে 0113 2243462 এই নম্বরে ফোন করে আপনার ভাষাটির নাম বলুন। আমরা তখন আপনাকে লাইনে থাকতে বলে কোন দোভাষীর (ইন্টারপ্রিটার) সাথে যোগাযোগ করব।

(Chinese):-

凡不懂英語又須協助解釋這份資料者，請致電 0113 22 43462 並說明本身所需語言的名稱。當我們聯絡傳譯員時，請勿掛斷電話。

(Hindi):-

यदि आप इंग्लिश नहीं बोलते हैं और इस दस्तावेज़ को समझने में आपको मदद की जरूरत है, तो कृपया 0113 224 3462 पर फ़ोन करें और अपनी भाषा का नाम बताएँ। तब हम आपको होल्ड पर रखेंगे (आपको फ़ोन पर कुछ देर के लिए इंतज़ार करना होगा) और उस दौरान हम किसी इंटरप्रिटर (दुभाषिए) से संपर्क करेंगे।

(Punjabi):-

ਅਗਰ ਤੁਸੀਂ ਅੰਗਰੇਜ਼ੀ ਨਹੀਂ ਬੋਲਦੇ ਅਤੇ ਇਹ ਲੇਖ ਪੱਤਰ ਸਮਝਣ ਲਈ ਤੁਹਾਨੂੰ ਸਹਾਇਤਾ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਕਿਰਪਾ ਕਰ ਕੇ 0113 22 43462 'ਤੇ ਟੈਲੀਫ਼ੋਨ ਕਰੋ ਅਤੇ ਅਪਣੀ ਭਾਸ਼ਾ ਦਾ ਨਾਮ ਦੱਸੋ. ਅਸੀਂ ਤੁਹਾਨੂੰ ਟੈਲੀਫ਼ੋਨ 'ਤੇ ਹੀ ਰਹਿਣ ਲਈ ਕਹਾਂ ਗੇ, ਜਦ ਤਕ ਅਸੀਂ ਦੁਭਾਸ਼ੀਏ (Interpreter) ਨਾਲ ਸੰਪਰਕ ਬਣਾਵਾਂ ਗੇ.

(Urdu):-

اگر آپ انگریزی نہیں بولتے ہیں اور آپ کو یہ دستاویز سمجھنے کیلئے مدد کی ضرورت ہے تو براہ مہربانی اس نمبر 0113 22 43462 پر فون کریں اور ہمیں اپنی زبان کا نام بتائیں۔ اس کے بعد ہم آپ کو لائن پر ہی انتظار کرنے کیلئے کہیں گے اور خود ترجمان (انٹر پریٹر) سے رابطہ کریں گے۔

LEEDS CITY COUNCIL

FORWARD PLAN OF KEY DECISIONS

For the period 1 February 2012 to 31 May 2012

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Implementing a new children's services structure through the restructure of existing provision To approve the proposals for the new structure, including the restructure of existing provision	Director of Children's Services	1/2/12	Staff, Trade Unions	Delegated Decision Report and relevant structure charts	Nigel Richardson, Director Children's Services nigel.richardson@leeds.gov.uk
Short Breaks for Disabled Children in Leeds Delegated Decision to commission short breaks for disabled children for the period 1 st January-31 st December 2012	Director of Children's Services	1/2/12	Consultation with stakeholders including disabled children, young people and parent/carers undertaken in June/July 2011 and ongoing	The report to be issued to the decision maker with the agenda for the meeting	paul.bollom@leeds.gov.uk

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
<p>Family Support Service Contract To agree the waiver of contracts procedure rule 13 to enter into contracts for the provision of the Family Support Service</p>	<p>Director of Children's Services</p>	<p>1/2/12</p>	<p>Children's Services Directorate, Procurement Unit, Chief Officer concerned.</p>	<p>Proposals from the existing contracted providers</p>	<p>iain.dunn@leeds.gov.uk</p>
<p>Contract with Leeds Community Healthcare Request to waive contracts procedure rule 13 and enter into a new contract with Leeds Community Healthcare</p>	<p>Director of Children's Services</p>	<p>1/2/12</p>	<p>n/a</p>	<p>Waiver Report</p>	<p>paul.bollom@leeds.gov.uk</p>

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Information, Advice and Guidance (IAG) targeted services for Post 16 NEET services and SEND assessment services Contract waiver to contract with Prospects services for 2012-13	Director of Children's Services	1/2/12	undertaken with existing connexions providers in view of ensuring continuity of services until 2013 re-commissioning. Full consultation to be carried out for the re-commissioning	Waiver	gary.milner@leeds.gov.uk

Key Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be Considered by Decision Maker	Lead Officer (To whom representations should be made and email address to send representations to)
Inclusion Support Service for Disabled Children and Young People Waiver of Contract Procedure Rule 13 and invocation of Contract Procedure 25.5 to vary the contract with Pre-school Learning Alliance for the provision of an inclusion service to enable access to short breaks and childcare settings for disabled children	Director of Children's Services	1/2/12	Consultation with stakeholders including parents/carers undertaken in October 2011	Delegated Decision List	paul.bollom@leeds.gov.uk
Review of City Learning Centres Future of provision	Executive Board (Portfolio: Children's Services)	10/2/12	Schools Forum	The report to be issued to the decision maker with the agenda for the meeting	rebecca.matthews@leeds.gov.uk
Determination of school admission arrangements for 2013 Approval of admissions arrangements	Executive Board (Portfolio: Children's Services)	7/3/12	n/a	The report to be issued to the decision maker with the agenda for the meeting	lesley.savage@leeds.gov.uk

NOTES

Key decisions are those executive decisions:

- which result in the authority incurring expenditure or making savings over £250,000 per annum, or
- are likely to have a significant effect on communities living or working in an area comprising two or more wards

Executive Board Portfolios

Executive Member

Resources and Corporate Functions	Councillor Keith Wakefield
Development and the Economy	Councillor Richard Lewis
Environmental Services	Councillor Mark Dobson
Neighbourhoods Housing and Regeneration	Councillor Peter Gruen
Children's Services	Councillor Judith Blake
Leisure	Councillor Adam Ogilvie
Adult Health and Social Care	Councillor Lucinda Yeadon
Leader of the Conservative Group	Councillor Andrew Carter
Leader of the Liberal Democrat Group	Councillor Stewart Golton
Leader of the Morley Borough Indep	Councillor Robert Finnigan

In cases where Key Decisions to be taken by the Executive Board are not included in the Plan, 5 days notice of the intention to take such decisions will be given by way of the agenda for the Executive Board meeting.

LEEDS CITY COUNCIL

BUDGET AND POLICY FRAMEWORK DECISIONS

Decisions	Decision Maker	Expected Date of Decision	Proposed Consultation	Documents to be considered by Decision Maker	Lead Officer
Vision for Leeds	Council	To be confirmed	Via Executive Board, all Scrutiny Boards	Report to be issued to the decision maker with the agenda for the meeting	Assistant Chief Executive (Planning, Policy and Improvement)
Children & Young People's Plan (includes Children and Families City Priority Plan and Youth Justice Plan)	Council	July 2013	Via Executive Board, Scrutiny Board (Children and Families), Leeds Initiative Board, Children's Trust Board	Report to be issued to the decision maker with the agenda for the meeting	Director of Children's Services
Council Business Plan	Council	July 2013	Via Executive Board, all Scrutiny Boards	Report to be issued to the decision maker with the agenda for the meeting	Assistant Chief Executive (Policy, Planning and Improvement)

NOTES:

The Council's Constitution, in Article 4, defines those plans and strategies which make up the Budget and Policy Framework. Details of the consultation process are published in the Council's Forward Plan as required under the Budget and Policy Framework.

Full Council (a meeting of all Members of Council) are responsible for the adoption of the Budget and Policy Framework.