

The 3As Strategy: 'Actions Update'

Date: 11 November 2024

Report of: The Director of Children and Families

Report to: Scrutiny Board (Children and Families)

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

Brief summary

- **The 3As Plan 2024-26** was developed as a response to the Leeds Children and Young People's Plan, feedback from education leaders and data outcomes for Leeds. The detailed 3As plan was launched in the summer term 2024.
- The plan focuses on five priority areas: **communication, language and literacy; attendance; SEND; wellbeing and transition to positive post-16 destinations.**
- The plan is not intended for schools and settings to enact but designed to enable the many wide-ranging services and resources within the local authority to be directed efficiently to support education settings in their work in raising outcomes and making a difference for children and young people.
- This report provides an update on the actions undertaken since summer term 2024 that contribute to the 3As strategy. Information for each priority and each agreed action has been included.
- A 3As Gateway has been created on Leeds for Learning. Elected members can view the full detailed plan and associated resources by following the link :
www.leedsforlearning.co.uk/Page/22853
- The detailed 3As plan was launched in the summer term 2024. To support in communicating the aims of the plan and the Leeds City Council ambition to external partners, a 2-page summary document was produced. This is included in appendix 1 for information and awareness.
- This report is structured sequentially with current progress against agreed actions in each priority detailed. Future reviews and scrutiny board updates of the 3As will measure progress and impact against KPIs in detail once actions undertaken have embedded.

Recommendations

- a) Scrutiny Board members are asked to have a full and informed discussion concerning this update on the priorities and actions in the plan. Local authority officers will be present at the board meeting to provide appropriate inputs and to respond to questions.

Why is the proposal being put forward?

- 1 Leeds City Council has the aspiration for Leeds to be a child-friendly city. The Leeds [Children and Young People's Plan \(CYPP\)](#) explains this child friendly approach in greater detail and sets out the priorities that guide our work and that have been developed through consultation across the city, including the views of children and young people. The 3As Plan contributes to our mission to ensure that young people in the city have the best start in life and have the skills that enable them to realise their potential and to thrive.
- 2 The 3As Plan sets out to align the work of teams in the Children and Families Directorate around five key priorities. The 3As Plan is designed to be a whole Children and Families directorate strategy, not simply a learning team plan. It aims to ensure that all resources and capacity across the directorate are employed to support better outcomes for young people.
- 3 The plan is not designed for educational professionals to enact; rather the priorities selected are areas of focus where Children and Families Services can have the most impact in *supporting* learning settings who work with children and young people. We recognise that each early years setting, school, academy, and college will have its own priorities and development plan.
- 4 Our Leeds vision, as expressed in Leeds City Council's Equality and Diversity Policy, is to tackle poverty and reduce inequalities that exist. We recognise that some groups in the city are disproportionately disadvantaged. Addressing the selected priorities is expected to have a positive impact on these disadvantaged cohorts of children.
- 5 The revised 3As Plan runs from 2024-2026. This paper reports on the progress made since Summer 2024 against actions under the five priorities.
- 6 The five priorities and progress towards agreed service actions are set out below:

Priority 1 - All children and young people in Leeds are supported to improve their communication, language and literacy so they develop into strong readers taking into account their individual needs.

Action 1: *A communication and language audit to review practice across all early years (EY) settings (PVI and childminders) will be developed and launched to all settings.*

- A communication and language audit has been developed and written by the early years learning improvement team. This has been launched and will now be utilised as a tool in future reviews of practice across EY settings.

Action 2: *A targeted communication and language programme will be offered to settings in areas of city with high indices of multiple deprivation and low EYFSP data for communication and language, reaching at least 10% of settings.*

- A communication and language programme has been offered so far to 50% of the target audience.
- Settings meeting the target criteria have been allocated an Early Years Consultant and an initial visit has been conducted. These visits have focused on reviewing the quality of supporting children's communication and language.
- A focus on communication and language outcomes has been prioritised within the virtual school. Training has been delivered to Child protection Conference Chairs that included communication and language outcomes as a priority for vulnerable groups. Audits of child protection conference minutes highlight that conferences now include a reading age and a literacy target.

- Children under 5 who are looked after, living in kinship/special guardianship arrangements or that are children of care leavers, receive a monthly book through the Dolly Parton Imagination library initiative.
- 'Revisit' training has taken place training for foster carers on the value of reading, language and communication with children in their care.
- The Virtual school deliver 'LEAPlets readiness for school programme.' This is aimed at looked after children aged 3 to 4 and focuses on building underdeveloped sensory systems that impact on the development of speech and language. Members of scrutiny can find further information on this initiative by following the link below:

westyorkshiretraumainformed.co.uk/wp-content/uploads/2022/11/LEAPlets-1.pdf

Action 3: *Universal free literacy training offered to all Leeds EY settings.*

- A communication and language/early literacy training package has been developed by the Early Years Improvement team focused and delivery starts in November 2024.

Members of scrutiny may want to look at the offer that is available to settings by clicking the links below:

[Early Years: What is communication and language? | Leeds for Learning](#)

[Early Years: Developing a curriculum to support effective interactions | Leeds for Learning](#)

- Leeds has facilitated the DfE covid recovery Early Years Professional Development programme. This is impacting on the quality of EY provision in Leeds settings. 173 practitioners in Leeds settings have accessed the CPD. Scrutiny members may be interested in finding out more about the programme by clicking the link below.

[Early Years Professional Development Programme – Cohort 4 starting April 2024! \(earlyyearsdpd.com\)](#)

- The Leeds Early Years Curriculum Project has been established to meet the needs and improve EY outcomes in the city and focuses on the process of curriculum design and implementation. It aims to empower leaders and educators in creating progressive teaching and learning within their own school, with a particular focus on relevant literacy and language for children from age two to the end of Reception. A learning platform has also been created for practitioners to share, evaluate and develop their practice. *Further information on the programme can be found by following the following link:*

[Early Years and Primary: Leeds Early Years Curriculum Project with Jan Dubiel | Leeds for Learning](#)

- To support the priority, a support initiative aimed at schools with low overall good level of development (GLD) and Language and communication outcomes is currently in development from the Early Years team. It is anticipated that the 2-day programme will support targeted schools to increase overall GLD by evaluating and improving practice. The initiative will include support to improve transition for children moving into Year 1 that haven't attained GLD, support for reception teachers to effectively analyse data and practice, as well as an on-site visit to evaluate provision and practice.

Action 4: *Language, communication and literacy CPD programmes to be offered to all schools to include development of disciplinary knowledge, critical thinking, questioning and vocabulary development at KS1 and KS2*

- Within the Leading Leeds Partnership network and Secondary Subject Leader Development meetings a focus has been placed on the KS2 curriculum and creating effective transitions from KS2 to KS3.
- The fluency project/training offer has been expanded from just primary settings to include year 7. Seven secondary settings have so far taken part in this training.

- To further highlight the priority, the local authority's communication network has been utilised to share information, training and guidance around reading, language and communication. This has included information to settings through the secondary, primary and Leading Leeds Partnership newsletters.
- A dedicated reading resource page has been created on Leeds for Learning. Members of the board can view the information via the link below.

[Priority 1 - reading: CPD opportunities | Leeds for Learning](#)

- The learning improvement teams have organised and hosted a Literacy Conference and a Maths conference. The focus this year was on Oracy.
- There has been significant internal team oracy, EAL (English as an additional language) and language development CPD for colleagues supporting schools.
- The learning improvement traded offer has been expanded to provide a focus on language, communication and literacy. This offer has included, for example, 'Word Aware' training, training for Teaching Assistants on promoting effective questioning, critical thinking and vocabulary

Action 5: *Secondary schools to be offered KS3 reading reviews to ascertain progress in reading skills in Year 8.*

- Reading reviews continue to be offered by the secondary improvement team as part of their core and traded work. Reading reviews have been completed at three secondary settings so far. Reading review information from primary reviews has been utilised to feed into the secondary reviews. The improvement team has used Ofsted inspector training to inform their practice in this area.
- The LA has continued its engagement with the University of Leeds in reading projects and research and promotes the involvement of schools in these projects.
- A *'guide to support older readers who need to catch up'* has been produced and is regularly updated and shared with school leaders and subject leaders in the city.
- Governing boards play a vital role in the outcomes for young people. To maintain a focus on this priority and encourage governor oversight, the Governor Support Service specifically include 'early reading and phonics' on their autumn term agendas, highlighting the communication and language priority to governors. The service has also suggested to governing boards that they may consider allocating a specific governor to monitor the effectiveness of communication, language and literacy in school.

Priority 2 – Support education providers to ensure children and young people regularly attend

Action 1: *All schools to be offered register checks and access to targeted support meetings (TSM's)*

- There have been 22 targeted support meetings (involving 161 schools) up to the end of the 2024 academic year. All schools and academies have been offered termly TSM's this year.
- During 2024, a geographical TSM cluster model was introduced as an opportunity to consider barriers and themes to attendance, analyse school data and provided an opportunity for information sharing. This approach has also facilitated more effective discussion around key areas of change in statutory guidance. Schools not in cluster arrangements were given the opportunity to attend a virtual TSM.
- In 2024/25, these meetings will continue with the new model and have been widely promoted. To date, 70% of schools have booked to attend a TSM and there is a hope to reach 100% attendance.
- From this academic year live data will be provided by WONDE and this will impact on the quality of discussion, analysis and decision making as the most current and up to date picture for the school and cluster will be available.
- SIAs explore attendance figures with schools as part of routine visits and discussions and this information is recorded on record of visit forms. A representative from learning improvement is now part of the LA attendance steering group.

- The Virtual School undertakes monitoring and tracking of sessional attendance of looked after children. To date, they have completed 203 register checks.

Action 2: *Establish Significant Absence Panels where pupils have not attended for 15+ days and ensure schools are advised and supported with next steps.*

- This panel has been established in September 2024. Meetings of the panel will take place every two weeks and will prioritise the young people who have been out of school for the longest period.

Action 3: *Review code of conduct for use of fixed penalty notices and school attendance orders*

- A consultation has taken place which closed at the end of September 2024. Subsequently, a draft of a new code of conduct has been produced which is currently being reviewed/drafted by strategic partners. Consultation has taken place with Legal Services, all Leeds Headteachers and Governors, the Attendance Steering Group, wider teams within the LA and the police. It is expected that once a final draft version has been completed this will progress for sign-off through appropriate governance arrangements.

Action 4: *Co-produce revised strategy for Alternative Provision and reinforce city-wide shared commitment to find alternatives to exclusion.*

- An initial visioning workshop was held in the summer term 2024 and consequently two further workshops are being planned for the Autumn Term. These will focus on "*What are the pupil needs which should be met in Alternative Provision*" and "*What are the key actions to move us towards our agreed Alternative Provision vision*". These will shape the co-produced Alternative Provision strategy for the city which is expected to be finalised in the Spring Term 2025.

Action 5: *Termly SENCO Forums and partnership working with colleagues from SENIT and the STARS teams will focus on developing practice and meeting the needs of children with SEND to encourage attendance.*

- There has been a focus on increasing communication with teams in the council through shared meetings and by attending relevant team meetings. The SEND Learning Week, for example, in September 2024 had an attendance focus and the attendance teams attended to highlight the focus and share practice.
- Governing boards play a vital role in the outcomes for young people. To maintain a focus on this priority and encourage governor oversight, the Leeds Governor Support Service has specifically included 'Attendance' on their autumn term agendas, highlighting attendance as a national and local priority and a renewed focus for Ofsted inspections. Attendance has been made a feature on termly pupil support committee agendas to ensure that new initiatives are discussed.

Priority 3 – Support education settings to meet the needs of children and young people with Special Educational Needs and Disabilities (SEND)

Action 1: *Supporting implementation of the Graduated Approach Toolkit for SENCOs will ensure children have clearer pathway for support and will be further developed to be accessible to all phases.*

- 80% of SENCOs responding to the 2024 annual SENCO evaluation had accessed the Graduated Approach Toolkit.
- The Toolkit has continued to be developed as a tool for school improvement, providing a 'one stop shop' source of information and resources.
- The Graduated Approach Toolkit is a core element of annual new SENCO training, enabling those new to the role to strategically lead and implement statutory and non-statutory duties effectively.
- 71 new SENCOs were trained in 2023-24, with 50 new SENCOs signed up for the 2024/25 tranche of training.

- The virtual school have made further developments within PEPs to capture and encourage the graduated approach.
- SENCO Forums occur twice a year in conjunction with an annual SEN conference. The forums and conference contribute to the development of a high-quality learning community for SENCOs that is responsive to local & national SEND priorities.

Action 2: *Ensure clear communication and alignment of service objectives with ongoing development through the DfE Change Programme Pilot*

- Representation from schools on the SEND Partnership Board has been strengthened with primary, secondary, special and independent schools represented in line with the Change Programme guidance
- Strategies have been initiated to improve communication with health colleagues including:
 - Identifying a Regional Health Representative to join the Change Programme Partnership core group
 - Making better use of the Designated Clinical Officer (DCO) role by ensuring they are the key link between the LA and NHS; attending SILC Principals meetings; establishing regular liaison between DCO and Chief Officer Learning Inclusion, the Head of SEND Support Services and the Deputy Director for Learning; attending the Attendance Steering Group; Multi-agency SEND Panel;
 - Including key Health representatives in commissioning arrangements
 - Mindmate attendance on significance absence panel
- Mindmate support teams based in schools deliver the early intervention Mental Health Support Team (MHST) model in collaboration with educational settings. Currently, Leeds has 8 Mental Health Support Teams (MHSTs), distributed across 4 teams that align with the City's clusters. A fifth team will join in January 2025. These four teams cover over 60% of educational settings within their geographical areas. With the addition of the fifth team, coverage is expected to increase to approximately 67%, aligning with the MHST national operating manual. This coverage is demonstrated by the number of educational settings receiving support
- Further engagement has been undertaken as part of the national practice sharing forum, with improved opportunities for sharing good practice with system practitioners.
- Leeds has engaged with the pilot project in the development of a national framework for high needs funding, as well as supporting the development of standardised, digitised Education Health Care Plans (*currently awaiting finalised versions*). In addition, officers have supported the development of standardised data dashboards and Local Area Plans that will impact on long term SEND planning and provision in the city.

Action 3: *Complete school SEND curriculum reviews using the SEND review curriculum toolkits*

- The SEND Review Toolkit was created through a collaboration between Learning Inclusion and Learning Improvement specialists. The toolkit has received external verification via Leeds University. All school advisers and 0-19 Learning consultants have received training on effective provision for pupils with SEND and the new SEND review Toolkit alongside the Learning Inclusion team. All primary School Improvement Advisors (SIAs) completed a shadow review alongside the toolkit creators and subsequently several primary schools received a SEND review.
- THE SEND curriculum planning tool has been launched with school leaders and subject leaders. The toolkit supports them to consider how to lead a Quality Assurance process through the lens of SEND, so that they were equipped with relevant knowledge to confidently quality assure and audit provision. Feedback from Subject Leader Development Meetings has been extremely positive.
- Relevant articles and videos have been created and disseminated through the LLP newsletter to support SLT and subject leaders to support their work with SEND pupils.
- School Improvement Advisors (SIAs) have identified and evidenced SEND priorities and practice in several schools across the city and their record of visits evidence a greater focus on pupils with SEND.
- The 2024/25 Learning Leeds Partnership (LLP) programme has strengthened the focus on SEND. There has been a shared agreement that SILCs and LLP networks will collaborate more

closely to support SEND pupils across the city e.g. SLDMs and colleagues from SILCS now attend and present at the SLDMs.

- The newly created Primary Learning Partnership (PLP) has included a SEND focus in all primary subject leader networks.
- The SEND Navigator Pilot in the SILC cluster is ending in December 2024, and this has been vital in acting as a prerequisite to the implementation of Family Hubs and the recruitment of SEND coordinators who will be based here. Schools have received tailored offers of support in relation to the SEND Navigators and parents/ carers have received the opportunity to attend Juniper Tree training and clusters have been trained in Cygnet. All clusters will be offering Cygnet group work to their respective localities and the new SEND coordinator posts will continue with a similar approach to supporting the partnership re workforce development and supporting families directly where there is a SEND need.
- Governing Boards play a vital role in the outcomes for young people. The LCC Governor Support Service monitor that a governor has been allocated to monitor SEND provision in schools. The Governor half termly newsletter includes a SEND section so that governors are kept informed of current developments and priorities.

Action 4: *Review and remodel funding for inclusion to ensure it meets needs of children within their settings*

- Our SEND transformation programme has reviewed the existing funding for inclusion model and a timetable is now in place to transition existing arrangements into the new approach. This includes how the 4500 pupils currently in receipt of funding for inclusion will be considered for an Education Health and Care Needs Assessment. Further information, including a video giving more detail about the SEND and inclusion transformation programme for parents, is available here: [SEND and Inclusion Transformation | Leeds Local Offer](#)

Action 5: *Improve the timeliness of EHCP Needs Assessment process, developing effective strategies where delays occur and ensure a provision offer of 'waiting well' which supports children and settings.*

- Our SEND transformation programme and the resulting target operating model aims to improve the timeliness of EHC Needs Assessments. Significant resource has been secured to invest in additional educational psychologist capacity. This investment doubles the service's processing capacity and enables us to tackle processing the backlog in requests for EHC needs assessments, following the surge in demand over the last year.
- For those currently awaiting assessment, support is available through the existing funding arrangements, in addition to the specialist SEND learning support teams (STARs, SEMH, DAHIT and VIT) and in many schools, the Mindmate Mental Health Support Teams to ensure that any delays in finalising an EHCP are not a barrier to the school being able to support the pupil

Priority 4 - All children and young people and staff in learning settings feel safe and supported with their wellbeing

Action 1: *Launch an effective online gateway platform for staff in schools that brings together a range of support for wellbeing.*

- A well-being gateway has been developed and launched for staff in schools to access. Feedback from school leaders is that it has been received well and is an efficient platform to access a range of support and resources. There are further developments planned throughout the year. Elected members wishing to gain an overview of the gateway can follow the link below:

[Wellbeing gateway | Leeds for Learning](#)

- Governors in schools have a responsibility for the well-being of the school leader. Through the Governor Support team, governing boards are reminded of their responsibilities and where they

can access appropriate support if needed. The Governor Support Team give full consideration to the wellbeing of governors dealing with complex issues and speak to them individually to offer support.

Action 2: *Continue to work in partnership with colleagues in health and social care to embed a city-wide trauma informed service that provides support to education professionals working with traumatised children in schools and settings.*

A specialist senior EP is now employed as part of the Integrated Trauma-informed Practice Team (ITIP) alongside a clinical psychologist and development facilitator. An action plan has been developed under the 'Compassionate Leeds Strategy' (*which sits under Future In Mind*) to target and support at the universal, targeted and specialist level.

Support at the universal level:

- The specialist SEP sits within the Educational Psychology Team and wider Learning Inclusion leadership structure. This strategic placement enables the continued development of relational and trauma-informed practice within the teams that are continuing to model practice and disseminate knowledge into educational settings through training and consultation. The aim here is prevention and early intervention to enable needs to be met within universal services where possible.
- A community of practice on the trauma-informed approach has been launched. This draws together professionals and practitioners from across education, health, social care and third sector to share and embed learning and good practice to support children, families and staff well-being.

Support at the targeted level:

- Consultation and training is now being offered around trauma-Informed practices and processes to targeted teams that work with children and families most vulnerable to the effects of adversity and trauma – Youth Justice and the Virtual School have been identified first.

Support at the specialist level:

- Supporting on-going discussions around meeting the needs of CYP with those most complex needs in the city (*linked to the Complex Needs Audit*) where out of authority or hospital placements are often needed.
- The Virtual School head chairs the newly established working group for the development of the city-wide trauma informed service

Action 3: *To engage Leeds schools/settings with the My Health, My School Survey, supporting them to deliver practice to improve pupil wellbeing, with a particular focus on pupil examination stress.*

- Health and Wellbeing Services, through an annual Public Health commission, continue to support schools and settings with the **My Health, My School (MHMS)** survey. The health behaviour and pupil perception survey represents the largest single data source locally reflecting the voice of children and young people across Leeds; In the 2023/24 academic year 23,284 pupils from 174 Leeds settings completed the survey
- A post-survey **School Resource Pack** has now been made available providing a survey Manager's PowerPoint Presentation template alongside a Headteacher's Survey Results template for effective sharing of school results with staff, SLT and school Governors. This is complemented with a set of focus group questions facilitating staff to undertake focussed interviews with groups of pupils on themes that may be areas for further exploration. A Pupil Campaign Toolkit is also available to support 'peer-to-peer' education through a pupil PowerPoint Presentation template to share survey results raising awareness of what is '*going well*' and '*not so well*' from the key themes of the survey. Pupil voice opportunities can then be developed in supporting changes on key issues in school arising from survey results.
- Two My Health, My School survey Steering Group meetings have taken place in each of the years 2022/23 and 2023/24 ensuring a cross-service voice in steering and supporting the survey

following which positive discussions have subsequently been held to with services and to consider greater integration of survey findings in the revised Children and Young People's Plan (CYPP).

- Regular MHMS Survey Annual Reports are routinely produced that report the findings of each of the eight key themes of the survey. Responding to requests, a range of tailored themed reports have also been produced on the following: Poverty; Ethnicity; Disability; Positive Masculinity; LGBTQ+; Suicide; Drug and Alcohol sources; Sleep; Vaping and data to inform the Joint Targeted Area Inspection (JTAI).
- Healthy School Advisors routinely address survey analysis with schools as an on-going, integral part of school support visits. 52 schools have been supported to date in analysing and responding to their school's survey results, some sessions being tailored specifically to aspects such as bereavement or SEMH.
- CFL Wish 1 has a specific focus on mental health and wellbeing: '**Children and Young People know how and where to get support for their mental health and wellbeing if they need it**'. Members may be interested to view the action plan goals and good practice examples about children's mental health and well-being via the link below:

[Wish 1 – Mental Health \(wearechildfriendlyleeds.com\)](http://wearechildfriendlyleeds.com)

- The Voice Influence and Change team presented to Secondary Headteachers Forum raising a priority issue of concern as exam stress including feedback from pupils from different schools about what helps and supports them with exam stress. Supporting schools with this a template and good practice guide was developed and shared with all schools in Summer 2024 and at the 14-19 Partnership meeting.

Action 4: *We will support school leaders in dealing with gang related violence and knife crime in their settings.*

- In addressing this action, specialist presenters have been facilitated to speak at Senior Leader briefings, including presentations from the Prevent team and police.
- The secondary, primary and LLP newsletter, as well as Leeds for Learning articles include useful links and information to support school leaders in this area.
- School leaders have had the opportunity to hear about the 'Pol Ed' initiative at senior leader briefings.
- Officers, including from the Virtual School, are represented at MACE meetings where they can provide support and advice to other agencies.
- ROCLA – reducing the offending of looked after children is a multi-agency partnership that supports in reducing the risks around criminalisation of young people.
- 26 SAFE Taskforce Education Inclusion Mentors have been appointed and are working across the schools in the city this year to address early indicators of involvement in youth violence. This is an externally researched project, and all learning will be shared with school leaders.

Priority 5 – Ensure all young people in Leeds participate in education, employment and training after statutory school age and progress to a positive destination.

Action 1: *Engage an interim strategic lead to focus on reducing NEET and achieving full participation for young people aged 16-18 (25)*

- A senior leader from the post-16 sector was seconded into C&F from Leeds City College to provide a strategic analysis of the issues. A project report was submitted to the DCS on 1 October 2024 summarising key outcomes. Once considered, this report will provide a basis for future actions on this priority.

Action 2: *Prioritise post-16 provision place planning and provider attraction to ensure sufficiency of places for young people at the right levels.*

- An analysis of the Leeds post-16 learning landscape has been undertaken and a Gap Report was submitted to the DfE in May 2024. This analysis led to a focused intervention by the DfE who allocated funding to support the introduction of additional post-16 places in the city for 2024-25.
- Due to a growing cohort, it is expected that there will be a need for additional post-16 places in the city up to 2030. A post-16 strategic forum has been convened to collaborate around planning for future need. This forum includes representatives from across senior management in the FE, HE, independent training and schools' sectors and is chaired by Councillor Hayden, supported by the Deputy Director for Learning.

Action 3: *Ensure wider understanding of the changing nature and impact of post 16 curriculum and qualification reforms.*

- Curriculum analysis has focused on the level and content of provision to ensure new places are relevant to those young people who are NEET or are at risk of becoming NEET.
- New provision is being developed across colleges and independent training providers to meet the engagement, personal and social development needs of learners as well as recognising the need for more flexibility with academic levels and progression pathways. Technical and vocational provision is being increasingly aligned to local skills needs identified in the inclusive growth strategy.
- A Post-16 Leaders' network is now in place to ensure that key messages are conveyed to post-16 leaders across the city and a post-16 newsletter is regularly circulated to cascade and communicate information.
- The Virtual School fund a 'Post-16 Progression Champion' at Leeds City College to ensure looked after children make positive transitions into post-16 pathways.

Action 4: *Support the impact of careers education, information, advice and guidance in schools and post 16 settings and review and develop digital information resources and communications which meet the needs of young people and professionals.*

- The careers education, information, advice and guidance (CEIAG) network continues to grow. The CEIAG engages with careers practitioner across the sector and provides careers and best practice support across all education settings. 'Start in Leeds' and 'Future Forward' are digital resources which support young people, parent/carer and professionals with post 16 progression.
- NEET prevention information and resources have been collated on a new Leeds for Learning platform. The following link will provide access to elected members to find out more about the resources and information available. [14-19 \(25\) strategic partnership | Leeds for Learning](#)
- Development work is ongoing across the education, employment and training partnership to explore how to amalgamate the digital resources, using the systems to communicate regular and ongoing updates on where learning capacity exists.
- Research has been completed on the use of the Compass+ in Leeds schools [Compass+ | CEC Resource Directory \(careersandenterprise.co.uk\)](#) and recommendations for improvement have been shared with WYCA and the Careers Enterprise Company. A programme of CPD has now been developed and shared with schools and this is designed to support better usage of the free resource to aid interventions destinations tracking.
- A free careers network has been initiated (subsidised by 14-19 sufficiency participation). This network meets termly and in conjunction with the employment and skills team to deliver and feed into the newsletter to all schools-based careers professionals.
- The virtual school has developed several initiatives and projects aimed at supporting post-16 pathways. These include hosting regular Virtual School Education, Employment and Training surgeries, training key adults to support young people into higher education through the 'Care2GoHigher' programme and establishing a virtual school post-16 progression co-ordinator post
- An Education, Employment and Training sub-group of Care Experience as a Protected Characteristic has recently been established and is chaired by the chief officer for Employment and Skills

Action 5: *Develop a Risk of NEET indicator to identify and target support to those who most need it.*

- A risk of NEET indicator (RONI) tool has been developed and piloted within 4 high schools with an additional 2 adopting the documentation. Funding from the Careers Enterprise Company (*via the WYCA*) enabled the development of this new partnership approach to NEET prevention that aims to reduce/prevent the chances of a young person not progressing into post 16 EET destination.
- Initial indications from the pilot of the project are positive. Once concluded, documentation and good practice from the pilot will be shared with all services and schools in the city which will enable them to identify students most at risk, inform their decision making and further develop their own interventions. Where needed the tool will also support bespoke referral pathways to other services.
- To maintain a focus on this priority and encourage governor oversight, the Governor Support team have included 'careers' on the autumn term agendas, pointing out that this is a role the DfE advise boards have. CEIAG newsletters are shared via the team with governors each half term.

What impact will this proposal have?

Wards Affected:

Have ward members been consulted? Yes No

- 7 By updating Scrutiny board, an opportunity for evaluation of current progress is provided, as well as a period of reflection on the actions needed to maintain the trajectory of improvement in key priority areas and where further progress needs to take place.

What consultation and engagement has taken place?

- 8 No consultation specifically for this update has taken place.

What are the resource implications?

- 9 The Council's Plan and Resources Scrutiny Board maintains oversight of the financial management plan in accordance with its remit.

What are the legal implications?

- 10 This report has no specific legal implications.

What are the key risks and how are they being managed?

- 11 The Children and Families Services Leadership Team and the Learning Leadership Team will continue to monitor the progress of the 3As Plan and the actions which sit below it. They will regularly assess the risks associated with the implementation of the plan.

Does this proposal support the council's 3 Key Pillars?

Inclusive Growth Health and Wellbeing Climate Emergency

- 12 Providing the right support at the right time, the local authority enables children, families and learning settings to succeed. This, in turn, has significant positive influence within the Inclusive Growth Plan for Leeds as children and young people who enter apprenticeships and into working life will add their wealth of talents in contributing to the city's economic growth.
- 13 Work continues to promote energy efficiency and eco-awareness with schools, students and with families. There are likely to be environmental impacts associated with the pandemic that will become clearer over time. It is important to focus on the longer-term impacts of Covid-19

on the climate emergency. Where current changes how work is undertaken, how schooling is delivered and where support is offered to children and families, there are potential opportunities for carbon saving efficiencies. This potential is being balanced against the determination to continue to deliver high quality services.

- 14 The health and wellbeing of staff within learning settings, as well as the children and young people who attend them, is incorporated into the aims of the 3As Plan. Through consultation with learning settings during the 'Big Learning Conversations' during the design of the current iteration of the 3As plan, it was evident that the mental health of people across the city has suffered due to the pandemic. Mental and physical health are intrinsically linked and learning settings have existing plans in how to improve the wellbeing of every child, young person, and adult within their learning community. Children and Families Services proactively supports settings to support their staff and the children and young people who attend their settings.

Options, timescales and measuring success

How will success be measured?

- 15 Each of the priorities identified in the refreshed plan has measurable key performance indicators which will enable those directing the plan to regularly assess the impact of the work being undertaken by the local authority.

What is the timetable for implementation?

- 16 The 3As Plan runs until the August 2026, and each of the measurable targets have their own timeframe for completion, implementation, delivery, and monitoring.

Appendices

- 17 The 3As plan: 2-page 'overview flyer' for internal and external partners.

Background papers

- 18 None.