

## 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
<p>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.</p> <p>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.</p> <p>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.</p>		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 Leeds		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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