



## **NEET STRATEGY**

The strategy for Leeds City College sets out how the college will respond to the NEET strategy action plans for Leeds and Bradford (particularly Keighley).

### **1.0 Background**

National statistics suggest that England's 14-18 population peaked in 2006 and by 2020 there will be a reduction of more than 10%. Currently around 8% of young people nationally post 16 do not enter employment, education and training, with the UK having a lower rate of participation in education and training than most global economies. In Leeds over the past two years the NEET rate in Leeds has been brought down from 10% to around the national average however this still equates to approximately 7,000 young people. Bradford has been consistent. Good practice will be incorporated into the College Strategy. There is a particular challenge in participation for 17 and 18 year olds which is compounded by rising youth unemployment.

Nationally employer surveys suggest that there are skills shortages, and employers need employees who have strong generic skills, employability attributes and the basic skills, of English and Maths and as technology advances more, employers will be looking for higher level skills so that the UK can compete globally. It is therefore essential to address the needs of the NEET group and those young people who do not succeed first time round in school. Leeds City College currently attracts some young people who would have been NEET onto mainstream programmes, resulting in higher ALS, needs frequency of behaviour and discipline issues, and the balance of provision across college being level 2 and below.

For some young people the increased availability of vocational options at 14-16 as a result of embracing the 14-19 agenda has led them to taking vocational programmes post 14 bridging the school/FE transition and preventing disengagement; however there are still groups who need an alternative programme in order to succeed in FE. *The Wolf Review however places a focus on schools returning to a greater emphasis on general education, with FE working with the post 14 vocational learners and evolution of university technical colleges.*

For some young people there is a need for a programme of learning which enables decision making about the future and addresses some of the more generic skills needed without pigeon holing learners into a vocational pathway at 16.

The Leeds City College NEET strategy has been developed to align with the National NEET Strategy and the local Leeds & Bradford NEET strategies and builds on existing good practice which exists including:-

- § An engagement programme which in 10/11 engaged with >200 young people
- § Progression provision with flexible starts using the flexibilities enabled by Foundation Learning Partnerships and strong working relationships with Education Leeds and Bradford, Integrated Youth Support Services (IYSS), Connexions, Youth Offending Team, Social Services and a range of VCF's (Annexe A)

### **Key Features of the Leeds City College NEET Programme**

- provision of strong vocational courses at all levels
- support from case workers
- work experience and realistic work practice
- tasters
- supporting parents to advise their children
- providing timely and focussed IAG
- use of a range of learning styles
- using highly experienced and creative teachers with a strong Cpd programme

- pastoral and wrap around support
- addressing English and Maths skills in a relevant way
- nurturing strategies including positive behaviour management
- reward schemes,
- parental involvement
- individualised learning programmes which genuinely differentiate and address particular needs of particular groups and individuals
- putting all learning into a relevant context
- flexible entry points to provision at all levels
- provision of a full range of support including advice on employment benefits, housing, health and childcare,
- provision of intensive one to one support to identify individual issues and needs and then provide appropriate access to services including support for referral and advocacy
- provide young people with a voice and an ability to negotiate some of the programmes
- focus on 14-25 year olds, pre NEET and older NEET
- Employers involvement
- Preparation for employment, Employability
- Preparation for Access to Apprenticeships

#### Critical success factors:

- improved partnerships,
- enhanced intelligence
- clear targeting.
- The right support service,
- effective pre 16 interventions,
- high quality post 16 interventions
- Demand led provision
- Work placement and real employment outcomes

#### Supporting Strategies

- IAG strategy
- Admissions
- At risk learner
- Learners Support
- Raising participation age (14-10 (25) )
- Curriculum strategy
- Workforce Development strategy
- Family literacy, language, numeracy and curriculum delivery in regeneration communities.
- English and Maths
- Apprenticeships

Good practice identifies a number of key factors, adopting a client focused approach capable of addressing the complexity of issues some young people bring, addressing barriers in a holistic way through offering a comprehensive service or good sign posting to other support agencies, providing high quality and ongoing assessment, ideally using approaches which are shared by other stakeholder agencies, supporting clients through advocacy, most notably through the provision of key workers who can provide continuity and trust during key transition points offering flexibility and programme duration, recognising that the intensity and length of support will vary hugely within this highly diverse group focussing on progression. Participants should be supported to move to the next progression point as quickly as possible.

## 2.0 Target Groups & Needs

- Young people 14 – 24 at risk of or who will become disengaged from education & learning
- Young offenders (including those leaving a custodial sentence)
- Young people with mental health problems/addictions

- Young people from socially excluded groups (including looked after children, homeless young people & those previously excluded from schools)
- Young people with caring responsibilities including teenage parents
- Young people with learning difficulties & /or disabilities (LDD) –learners with autism
- Young people from BME backgrounds (including those from Gypsy, Roma & Traveller communities).
- Young parents & those soon to be
- Undiagnosed dyslexia and poor literacy / numeracy / social skills
- Care Leavers
- School refusers / truants
- Unemployed graduates
- Students on gap year

An Inclusive approach will be taken despite the specific focus on the target/priority groups detailed above, the College, as the main provider of post-16 full and part time provision in the city, is keen to ensure that no learners is 'excluded' from potential engagement with FE.

The NEET group is not homogenous and detailed knowledge about the factors that cause different young people to become NEET or remain NEET is important in making an impact and in order to tailor solutions to individuals. Once an understanding of the needs of a NEET young person are known, resources can be targeted.

For young people this can result in potential learners having disorganised lives, behaving in unpredictable and volatile ways in everyday situations.

Some are NEET for a short time because they are testing out opportunities and are undecided while others have multiple and major issues which create long term problems and may result in them remaining disengaged. NEET risk indicators include low levels of aspiration, low motivation, and teenage mothers.

Some NEET young people have left provision because they were on the wrong course, are pushed into training by external pressure, or were not yet ready or sufficiently qualified to cope with the type of learning. Some will leave if they feel that they have been messed about, if there are quality issues, including inappropriate teaching styles, poor accommodation, and lack of access to resources. One of the approaches will be to identify potential early leavers and help their transition to other provision. Lack of access to first choice of vocational opportunity can also result in a young person becoming NEET. This includes lack of opportunities in practical subjects such as horticulture, motor vehicle construction, and hairdressing or where lower level provision to ease learners in was not available.

### **Challenges of Working with NEET**

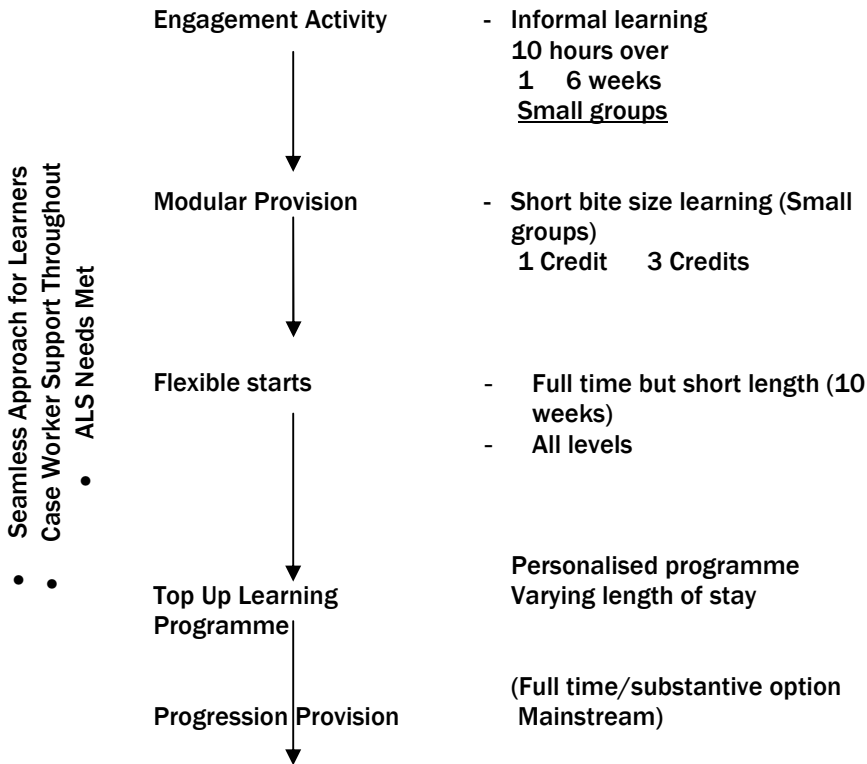
- Behaviour
- Young Peoples home background and personal circumstances
- Lifestyle patterns, for example what they have been doing the night before affects their behaviour the following day
- Recognising learning in the context of life when the programme is often only a small percentage of the young persons time
- Staffing - need to have the best staff with a range of excellent interpersonal skills, classroom management skills, and creativity in order to be credible

### **Actions to address learner needs:-**

- **Increase the provision developed in partnership with support agencies to meet specific cohort needs**
- **increase the provision of programmes which are over-subscribed**
- **increase the range of programmes available at Foundation Learning levels to enable access by lower skilled learners**
- **increase the availability of IAG and information for young people regarding choices post 16**
- **increase the range of flexible start provision including that at levels 2 and 3**
- **Greater focus on employer involvement / work placements**
- **Greater focus on personal and social development, work skills and English and Maths**
- **meet individual needs through personalisation of support**

- **Provide a greater focus on progression and engagement at age 17 and 18**
- **introduce a value based interview system to select the right staff**
- **provide a coherent staff Cpd programme**
- **Introduce presentation for / Access to Apprenticeships**

### 3.0 Curriculum Model



### Components of relevant Curriculum for NEET Group

- Focus on soft skills development
- Functional English and maths (SFL)
- Engaging vocational options and progression
- Advice and guidance
- Individualised programmes which stretch learners
- Employability/work related learning
- Learner led Curriculum
- Work experience and realistic working environments being used
- Range of enrichment activities provided, eg., drama, dance, technology, water sports, gym, sport, outdoor pursuits, media and video skills, photography
- Confidence building, pattern breaking and team working, (personal development programme)
- Life skills – healthy living, preparation for world of work, citizenship
- Broadening Horizons and raising aspirations - visits, residential, visiting speakers
- Seek young peoples views on course content and its relevance/interest
- Every Child Matters outcomes fully integrated
- Flexible entry points
- Increased range of Entry & Level 1 provision targeted at LLDD 16-24
- Increase range of FL provision (sub level 2 provision) with flexible entry points for NEET young people

Elements to be included in a new learning provision to attract NEET include accessibility within reasonable travelling distance or with transport provided, flexible tailor made provision to suit each individual learner, choice of subject, non formal delivery methods using limited time in classroom settings, less tied to qualifications driven by outcomes, so more emphasis on soft outcomes and distance travelled and more support including lower classroom sizes and case workers.

#### **Actions to address learner needs.**

- **Further develop a range of learning and support options which build on the Foundation Learning Level enabling personalisation and mixed level provision**
- **Provide nested qualifications to enable learners to begin with credits – awards – certificate – diploma as skills confidence and learning behaviours develop**
- **Increase the involvement of students and employers in course design**
- **Increase the range of flexible start programmes to facilitate November, January, April and June enrolments**
- **Increase the range of short courses taking place in community venues to re-engage 14-25 year olds and work with Education Leeds and Bradford to deliver preventative NEET activity**
- **Provide Cpd for staff to increase the use of creativity in teaching and learning**
- **Ensure the staff teaching have the right skills and attributes and understand the diversity of support needs**
- **Ensure referral and transition processes are in place from and to wider services**

#### **4.0 Advice & Guidance**

Good quality impartial, personalised information, advice and guidance including careers education, holistic guidance to address personal and practical issues such as housing, childcare and financial support is needed.

Providing specific help for issues affecting NEET young people for example, helping young people find housing for care leavers and the homeless, childcare and understanding benefits for teenage parents, once these issues are resolved, some of these learners will be retained in learning.

Life changes that can result in a young person becoming NEET; sustained bullying in school, death of a parent, parents separation, serious accidents or illnesses limiting time in school, living in poverty, and or poor living conditions, generational unemployment, fragmented families, abused children, involvement in crime, exceptions that the school and curriculum were irrelevant and inaccessible, or disregard was shown to them by teachers, involvement in gang culture, familiar involvement in criminal activity, including the grey economy and benefit fraud. Learning difficulties need to be identified for example, dyslexia, dysphasia, autistic spectrum.

#### **Actions to address learner needs:-**

- § **Increase the accessibilities of support for personal issues, for example, online information**
- § **Improve the early identification of needs and targeting of support through use of case workers**
- § **Increase partnerships to facilitate service delivery**
- § **Ensure availability of good quality and accessible IAG**
- § **The case worker team to support young people at all stages of their learning journey but particularly transition points**

#### **5.0 Learner Support Approaches**

The specific, high level needs of the proposed target beneficiaries will necessitate a strong system of support and referral support combined with a rigorous tracking and monitoring structure to support learner engagement, retention, achievement and sustainable progression.

The teams of professional 14-19 learning mentors, case workers and support staff who will be engaged to support the programmes will be trained in the use of established tools and processes to support target setting, assessment and tracking including:

- ILP and review process model [focused on Individual target setting]
- Established daily communication model
- Weekly central attendance monitoring system

These processes will enable staff to effectively support this cohort of learners not only during their programme of learning but as their journey continues upon programme completion.

NEET caseworkers will be case-loaded providing personal one to one support will be responsible for getting to know the personality, history and needs of the young person having a genuine interest in them and a real focus on them, building a relationship over time through regular and frequent short sessions to develop trust and also spending time with the individual to work towards solutions which are mutually beneficial, and having the opportunity to find out about the reasons behind the students' behaviour looking at alternative points of view, and exploring reasons behind conflicts and giving the student a voice and an opportunity to express their feelings, providing mediation, not just focussed on providing support for academic work but resolving personal issues, providing advocacy, referral and a wide range of pastoral support.

Provision should include additional support to address literacy and numeracy issues for example booster lessons as well as embedding of literacy, language and numeracy. More learning styles need to be incorporated into teaching and learning with a flexible and relevant curriculum which has the capacity to cater for all young people who need it.

#### **Caseworkers will:**

- Provide every learner with an initial individual tutorial at the commencement of their course and establish individual needs and support for each academic term.
- Establish an at risk register from the above one to one session and tutor referral.
- Agree caseload and individual learner action plans.
- Provide learners on the 'at risk' register with agreed additional support.
- Plan and deliver ambassador scheme with mentor and mentees.
- Develop and deliver additional support initiatives to ensure learner success including breakfast clubs and homework clubs.
- General Classroom/Workshop support linked to learning needs
- Liaise with other relevant agencies and stakeholders as required
- Train in the use of the common assessment framework to become part of the lead professionals network.

#### **Actions to address student needs:-**

##### **6.0 Incentive programmes**

- Reward systems and incentives to promote retention and achievement will be put in place (subject to funding) and promoted alongside opportunity details. Established models will be utilised including:
  - Travel Card System [weekly]
  - Class award model-weekly/monthly prizes sponsored by High Street providers
  - Celebration event for completing groups
  - Breakfast clubs offering free food in return for attendance
  - Group trips and days out to popular activity venues
  - Enrichment opportunities including sports & Leisure activities such as football, gym sessions, bowling and gaming.

#### **Action to address student needs:-**

##### **§ Develop an incentive scheme for NEET learners**

##### **7.0 Ambassadors (use of ex NEET role models)**

FE College ambassadors and ambassadors formed via the NEET programme will be used to engage peers at events and to support programmes as appropriate thus providing aspirational role models that young people will readily engage with

**Action: > Identify NEET learners who will act as ambassadors  
> Produce a series of Talking Heads**

## 8.0 Multi-Agency Approach

Leeds City College will:-

- § Share the aims of the programme with the multitude of agencies who have contact with NEET young people
- Seek the support of the multiple agencies

Through city wide interagency partnerships, the College will offer an inclusive approach to provision, and will provide opportunities and specialist support to all priority groups identified. The College will engage with other agencies to provide specialist support for learners where expertise does not exist within the network through a system of signposting and referral, and will receive referrals from specialist agencies following initial intervention and where a desire to progress to FE exists.

As much information as possible about a NEET young person needs to be provided by Connexions/CAF/ Job Centre Plus. Effective data sharing is essential but to ensure that there are no conflicts about confidentiality, protocols need to be agreed.

### Actions

- § **Strengthen the partnership arrangements with:-**
  - **integrated youth support services**
  - **voluntary and community sector**
  - **IGEN partnership (now Leeds Learning Links)**
  - **Youth offending team**
  - **Job Centre Plus**

## 9.0 Transition

Failure to support transition at all stages can result in a young person remaining NEET or returning to NEET. Transition support will be facilitated at all stages.

At all stages:

- School to FE
- E2E to FE
- Project to FE
- Referral to FE
- FE to Work based learning
- FE to work

This is a role for the Transitions team

Learners will complete an individual progression form/review towards the end of the programme detailing 'intended destination' and outlining achievable steps towards achieving their goal and who can support each step where appropriate:

All students will have pre- transition support at whatever stage they are at, and will retain their caseworker as they make progress. As their confidence grows the caseworker will step back but retain ongoing contact stepping in to provide intensive support when identified as part of the 'at risk' strategy. Caseworkers will track actual destinations of their caseload.

**Action: Develop a transitions process with the schools partnership team**

## 10.0 Staffing & Staff Training

NEET Learner needs can be met by:

- Staff being non judgemental and empathic
- Providing continuity of support over the long term
- Person centred/clean sheet approach
- Multi agency working
- Support for finance/benefits/entitlement and broader issues
- Medal and mission approach incentives supported by clear boundaries and sanctions
- Trusted adults providing support
- More 'second chances' in education
- Supporting transition
- Supporting parents, carers and peers who influence decisions

To provide this, Leeds City College needs:

- the right staff with the right skills and values:
- organised, creative, flexible and willing staff who understand the clients and are non judgemental
- staff willing to work in a multi agency approach
- continuity of staffing
- to provide positive adult role models
- staff prepared to challenge behaviour using positive behaviour management techniques

Staff working with NEET young people need to be trusted and respected and young people need to feel that they are being cared for and valued, listened to and that their needs are understood and addressed. Case loading and learning mentors can assist.

Teachers need to be positive and supportive regardless of ability and treat learners with respect, avoid victimisation, picking on and humiliating learners, give encouragement and support, use positive behaviour management techniques.

Teachers for NEET young people need to be the best; creative, strong careers advice and guidance is essential to help young people to understand different options available to them.

#### **Action:**

- **Introduce a value based interview system based on the NSPCC model to ensure recruitment of staff with the right values and attributes.**
- **Leeds City College recognises that the people who will work best with NEET learners are not always teacher qualified as such Leeds City College will run and support a full training programme to support the professional development of all personnel new to working with NEET.**
- **The training offer will include:-**

**PTTLS, tailored to working with NEET young people**  
**Skills for life awareness and specialist qualification**  
**Staff development including:-**

- **positive behaviour management**
- **managing conflict**
- **accelerated learning**
- **motivational techniques**
- **creative curriculum designs**
- **personalisation**
- **embedding SfL**
- **creative use of ILT**
- **creative approaches to T&L**
- **Common Assessment Framework (CAF)**



- **Leeds City college recognises that working with disaffected young people can be very stressful and intensive and that mutual support and team working is essential, some staff may need the support of counselling teams, behaviour support workers, mentors and advanced practitioners.**

## **11.0 Enrichment**

The accredited programme will be supplemented by an enrichment offer to ensure a full focus on the Every Child Matters themes and Employability. Activities may include:

- Visits
- Tasters
- Sports activities
- Creative expression – art/drama/dance
- Student-led projects
- Enterprise activities
- Health related activities
- Visiting speakers
- Cultural activities
- Work placement
- Work shadowing
- residentials

## **12.0 Engagement Strategies**

Informal activity/ interest based short programmes will be delivered building on partnerships with grass root organisations who have contact with NEET young people at the neighbourhood level and agencies such as Connexions, youth offending teams and schools. Programmes will be developed for specific cohorts.

- teenage parents
- refugees / asylum seekers / unaccompanied minors
- young black boys
- adopted children
- sexual exploitation
- disadvantaged communities
- rural communities
- looked after children
- independent living
- homeless young people
- young people with mental health needs
- substance misuse
- young offenders
- travellers
- learners with learning difficulties and disabilities
- young people leaving care

Engagement programmes will be targeted in areas of the Cities where there are volumes of young people identified through links with Children Leeds/ Bradford Connexions and cluster leads on an area basis.

To address issues around rurality and for communities with poor transport links, mobile provision will be investigated linked with for example, library services and the techno-bus.

Prevention is better than intervention. As such approaches to working with younger children and their families to prevent young people becoming NEET will be pursued as well as strategies for working with NEET.

A link with family support and working with parents can help the NEET agenda therefore Leeds City College link the FLNN wider family learning and ACL programmes into working with parents in communities where the NEET population has higher density. Parents are most young peoples first and preferred source of IAG on learning pathways and careers yet parents often have a poor understanding

of the pathways and can have poor experiences and are often less involved in school life. Targeting parents will help to address this by providing positive educational experiences and access to IAG.

### **Open Days**

Open day sessions will be provided to allow referral workers to bring young people and parents/carers on supported visits to the college environments and community delivery centres. These will be offered at a variety of times and on a drop in basis to ensure widest possible access for all stakeholders. Sessions will be inspiring and activity based.

### **Community Festivals**

Community groups will be approached with an offer to deliver free vocational workshops to young people and families at community based festivals within areas with high percentages of target beneficiaries.

The rationale will be to utilise the relationships of trust established by voluntary, community and faith sector partners to introduce FE as a familiar and approachable option.

### **Specialist Taster Days Linked to Vocational Offer**

Specialist tasters linked to the vocational areas will be widely marketed and hosted in central access point to act as a 'magnet' to engage learners and the agencies they have contact with, e.g.:-

- International Cuisine day
- Hair & Beauty day
- Breeze Festival

### **Outreach**

Engagement in informal activities in young peoples own territories will be co-ordinated. Case workers will go to where young people are and gain their trust by talking to them. This relies on skilled workers who need to be patient with and be able to employ interpersonal skills of a very high order and where workers have an understanding of the community from which young people come from be it a geographical community or a community of interest.

Voluntary participation – keeping them engaged, ensuring ownership by giving young people a say in the activities.

Engaging the at risk group – find the magnet to attract them by offering them opportunities, activities and services that attract young people.

Cultural magnet centred around arts, music and sport.

Financial magnets using cash from vouchers to use as incentives

Work and income offering access to employment.

Quality services such as legal or housing advice or access to IT facilities.

Projects can be more successful in engaging young people if they offer interesting activities which are meaningful and relevant to young people.

### **Non-Traditional Learning Venue**

Engagement activities will seek to make contact with young people through non traditional learning venues, for example:-

- Football Clubs
- Shopping Centres
- Leisure Centres
- Employer Premises

### **Funding Strategy**

It is recognised that although flexible starts provision can be funded out of mainstream curriculum allocations with ALS, provision often has a requirement to be delivered in small groups which may not be cost effective, and as such alternative funding needs to be sought.

1. ESF
2. Foundation Learning weekly funding
3. Funding bids
4. Partnership funding

#### **Action**

**Actively seek alternative funding to support the NEET strategy, including growth in 16-18 allocations and ALS an IGEN contract and other funding streams as they become available.**

## **Annexe 1**

### **NEET Partnerships**

<b>Existing Partners</b>	<b>Key Progress to date</b>
<b>IGEN</b>	<ul style="list-style-type: none"><li>§ Provided geographical analysis and breakdown of Leeds NEET cohort data. This has been used effectively to inform operational practice.</li><li>§ Referral of clients wishing to progress onto FE provision.</li></ul>
<b>E2E (Future Pathways and Igen)</b>	<ul style="list-style-type: none"><li>§ Referral of clients wishing to progress to FE</li><li>§ Development of effective initial skills assessment to help place learners on relevant programmes.</li><li>§ Delivery of effective work based training for progression to work or FE.</li><li>§ Worked collaboratively with FE to deliver Easter/Summer School engagement programme.</li></ul>
<b>Probation Service</b>	<ul style="list-style-type: none"><li>§ Provided funding for Offender Guided Learning skills programme run at East Leeds Family learning Centre.</li><li>§ Have successfully progressed referred clients onto mainstream FE programmes of study from OLASS provision.</li></ul>
<b>Job Centre Plus</b>	<ul style="list-style-type: none"><li>§ Established links with worklessness partnership group to ensure joined up approach when targeting adults and NEET young people</li></ul>
<b>IYSS</b>	<ul style="list-style-type: none"><li>§ Development of single database for tracking NEET's across different agencies.</li><li>§ Promotion of Sept guarantee initiative.</li></ul>
<b>Connexions (Prospects)</b>	<ul style="list-style-type: none"><li>§ Development of referral protocols to aid multi agency work with vulnerable priority groups.</li><li>§ Development of single database for connexion PA's to track and capture information of young people leaving post 16 learning.</li><li>§ Good referral rates for some programmes.</li><li>§ Some inconsistencies in joined up approaches to tackling the NEET agenda.</li></ul>
<b>Youth Offending Service/Team North, South, East &amp;West.</b>	<ul style="list-style-type: none"><li>§ Referral of clients wishing to progress to FE and onto engagement programmes</li><li>§ The YOT team south have been very proactive and several programmes including reparation training have been successfully delivered for their clients.</li></ul>
<b>Archway Resource Centre/Young Parents.</b>	<ul style="list-style-type: none"><li>§ Raising awareness of Health matters with BME NEET students.</li><li>§ Facilitated the delivery of taster courses in-situ.</li><li>§ Referral of clients aged 16-29 wishing to</li></ul>

progress to FE or training including young mums.

**Education Leeds and Education Bradford**

- § Provided analysis of geographical areas with high rates of NEET young men. This has led to targeted planning for this client group
- § Promotion of Care to learn training opportunities to relevant providers.
- § Strong collaborative links with FE colleges
- § Co-ordinating role for one stop shop appeal.
- § Development of Transition into employment training and FE strategy for Leeds.
- § 14-19 marketing and promotion strategy

**Leeds Further Forward**

**Social Services  
(Unaccompanied Minors)**

- § Referral of clients wishing to progress onto FE provision.
- § Developed a Holistic package of learning including personal skills development ESOL, Numeracy and ICT.

**Teenage Pregnancy and Parenting Initiative**

- § Referral of clients wishing to progress onto FE provision
- § Development of multiple entry point programme starting February 2010 at St Gregory's Learning Centre.
- § Development of Parenting Skills provision via Foundation Learning Award Certificate and Diploma.
- § Provision integrated with 14-16 Education Leeds parenting programme.

**Activity Agreement**

- § Undertaken collaborative work with 16-18 high risk learners.
- § Have referred a high volume of learners to other partners.

**The Beck**

- § Have provided clients for intensive 20 wk training programmes.
- § Brand new centre with the potential for the delivery of customised 14-19 provision for their clients.

**BARCA Leeds**

- § Good track record of referring clients to relevant progression/engagement programmes.

- § Have collaborated in the delivery of dedicated courses.

**St Luke's Cares**

- § Some referrals, contact is very intermittent.

**West Yorkshire Youth Association**

- § Some referrals, good proactive team.

**Youth Inclusion Project**

- § Links to the BARCA team. Have collaborated in the delivery of dedicated provision for clients aged 14-16.

**The Cupboard Project**

- § Small client base. Have made some referrals to other partners. Currently in discussions to deliver some dedicated progression provision.

**Leeds Federated Housing Association**

- § Have collaborated in the delivery of dedicated progression provision.

§ **Need to develop infrastructure to progress  
NEET work.**

**Aspire**  
**Leeds Gypsy & Traveller Exchange**  
**YMCA**  
**Princes Trust**  
**Youth Inspire**

- § **Some referrals... need to develop infrastructure to progress NEET work.**
- § **Some referrals... need to develop infrastructure to progress NEET work**
- § **Good referral rates. Have collaborated in the delivery of the Aspirations course.**
- § **Partnership on TEAM delivery**
- §
- § **Leeds City Council funding incentives for 16-24 year olds.**
- § **Learning partnerships coordinating a VCF consortium who engage and find work placements and job outcomes for work ready 16-24 year olds**
- § **VCF's - Ground work**
  - **Health for all**

## **Annexe 2**

### **A Detailed Programme of Activity**

Previous research indicates that young people do not become NEET by choice; the majority simply cannot find a learning opportunity or job that meets their needs. A choice of provision at an early stage in the learners' pathway that is attractive is crucial if they are to achieve the skills they need for life and work.

The proposed programme will:-

- Provide sufficient provision at every level and in every area to meet individual demand.
- Offer flexible start dates to enable learning to begin throughout the year.
- Embed specialist support for those with additional needs.
- Improve retention in learning and increase progression to further learning or work.
- Engage Employers linked to growth sector training and employment opportunities as part of the transition process.

Recent data and research has shown the occupational preference, aspirations (IGEN Aspire database) and interest young people have in entering FE and therefore indicates the need for a wide choice of vocational programmes to be offered.

The FE approved providers will deliver pre-entry to level 2 programmes in the identified vocational areas as listed below.

- ICT
- Sport and Leisure
- Art and Design
- Performing Arts and Media (inc music and radio technology)
- Public Services
- Construction
- Hair and Beauty
- Horticulture
- Health and Social Care
- Animal Care
- Retail
- Travel & Tourism
- Hospitality
- Motor Vehicle
- Electrical
- Print Media
- Youth Work/Mentoring

The programmes will be delivered via the framework Fig 1 (as attached)

The 3 stage programme is designed to offer flexible learner led pathways to enable progression to NEET. The model offers a city wide learner entitlement which recognises the individual's geographical base, occupational preference, specialist facilities, learning abilities, current level of achievement and experience and other contributory factors to NEET status.

Learners will also be able to access a choice of personal electives in life and personal skills development alongside their vocational studies or as stand alone units. Through Employer engagement programmes we will offer hands on experience (where appropriate) focussing on future career pathways.

There will flexible points of access and delivery through community outreach centres, access points and designated outreach workers which will work across the partnership.



Each programme will be supplemented by a tailored package of individual support, as identified with the young person through an initial assessment and Information Advice Guidance session.

Learners will also be provided with the opportunity to undertake enhancement opportunities linked to support their personal/professional development and aspirations. These will be organised based on learner led preference and identified support needs. e.g., team building, skills enhancement days, motivational and confidence building sessions designed for specific priority groups. The 3 stage programme will be structured as follows:

### Provision for NEET

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#### **Stage 1-**

Occupational Tasters [non accredited]

- Supplemented by Support and re-engagement activities
- Suitable for young people in NEET or at risk of becoming NEET who demonstrate some occupational preference or a desire to enter FE with support.
- To include support for active progression to Stage 2.
- Initial Assessments & IAG will be built into Stage 1
- Vocational Areas e.g.
 

ICT	Sport and Leisure
Art and Design	Performing Arts and Media (Inc music and radio technology)
Public Services	Construction
Hair and Beauty	Horticulture
Animal Care	Health and Social Care
Retail	Travel & Tourism
Hospitality	Motor Vehicle / Electrical
Print Media	Youth Work/Mentoring
- 2 mornings per week for three weeks periodically repeated. (12 hours)

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#### **Stage 2-**

Flexible Start Programmes

[Vocational Accredited unitised Programmes]

- Preparatory programme for Full time programmes, training or Employment
- Suitable for young people in NEET who through stage 1 have identified a clear occupational preference.
- Rolling Programme – Modular based and tailored to individual requirements from Entry Level so learners can start units on a flexible start basis. e.g. NOCN Award for Progression see section 14 for range of qualifications to be included in the offer. (GLH will depend on vocational qualification undertaken but at least 12 hours per week).
- Supported active progression to mainstream L1 or L2 provision if appropriate
- “Keep Warm” activities. Work with VolCom sector to offer support & drop-in sessions at Community venues/orgs with support activities to keep learner engaged (Youth Hubs)
- Build in Volunteering, Work experience in the chosen occupational preference (Work with VolCom sector and/or with employers) depending on learner’s preference and readiness for a work environment.
- Team building/enrichment activities will be incorporated into programmes to keep the learner engaged and focussed.

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#### **Stage 3- Progression**

[Facilitate progression to Employment, volunteering, Further Education or Training opportunities]

- Progression will be to either full-time training (L1/L2) (Flexible starts) or WBL / Apprenticeships) or referral to other partner organisations if more appropriate
- Support with progression to employment & applications to employment or further learning incl. WBL within FE providers and external partners.
- Progression Interview with Connexions PA
- Tracking by dedicated staff on weekly basis for 8 -13 weeks
- Flag to Connexions for further tracking.

### **Progression Routes for Young People**

As identified in the 3 stage model, clear progression routes have been identified at Stage 3. The progression route taken will depend on each beneficiary's occupational preference and readiness for either a work or further learning environment. Progression routes would include

- Full time training (Level 1 or Level 2 ) at FE College on a flexible starts basis
- Work based learning or Apprenticeship Initiatives on a rolling programmes basis
- Referral to other partner organisations for support and training if more appropriate

The above progression routes will be supplemented with further support networks to allow beneficiaries to identify and sustain a suitable progression route. These will include:-

- Support with progression to employment & applications to employment or further learning incl. WBL within FE providers and external partners.
- Progression Interview with Connexions PA
- On-going intervention and support by Case worker and or Outreach staff
- Established Transition Support Programme of combined on-course progression support, Connexions interventions and referrals, provision of materials to facilitate learner choices and ongoing tracking and support (model developed by Leeds Further Forward)

As in Stages 1 & 2 progression routes will need to provide a clear menu of choice and allow for flexibility for the individual. Throughout the beneficiaries learning journey we will ensure that they have the opportunity to access additional programmes of activity to assist them in choosing the right personal pathway. These will include:-

- Skills Enhancement Days
- Additional Basic Skills Support
- Post 16 Peer Ambassadors Scheme established to promote progression and retention through the use of positive peer role models
- Guaranteed interviews for Post 16 courses
- Reward schemes, Breakfast Clubs, study success clubs, curriculum based reward systems, LFF awards event , high profile awards ceremony
- Enrichment activities
- Individual Learning Plans and key worker support
- Pre and post transition support
- Pattern breaking support sessions to investigate and address with learners how to overcome barriers to learning and work and establish new behaviours, eg., self esteem development, motivation workshops, employability skills)

## NEET ACTION PLAN 2010/11

SPECIFIC AIM	OUTCOME	TARGET GROUP	BENEFIT	WHO & WHEN
Deliver a collaborative model for teenage parents who are/are "at risk" of being NEET in a centre with on site childcare for babies.	F Engagement programme & progression programme developed using QCF, student voice and specialist Connexions PAs 25 learners	Teenage Parent	Teenage parents re-engaged in learning & supported with parenting skills and childcare	AE Oct 2011
Deliver a collaborative model for unaccompanied minors in partnership with social services and asylum/refugee groups	F Engagement programme & progression programme developed using QCF, student voice and specialist Connexions PAs 50 learners	Unaccompanied minors	Unaccompanied minors engaged in learning and supported with English & life skills	Amina Hasan Oct 2011
Deliver a collaborative model for LLDD learners 16-25 in partnership with schools/Silcs/health care organisations/parents	F Engagement programme & progression programme developed using QCF, student voice and specialist Connexions PAs 12 learners Pathways	LLDD learners including those with BSED	LLDD learners have progression opportunities close to home with relevant wrap around services	Diane Wilson
Develop & Deliver progression pathways into vocational learning for students on the Connexions/IYSS NEET register with flexible starts	Development in all areas Jan start 200 learners April start 175 learners June start 75 learners	Connexions NEET registers	Short programmes delivered which result in progression to mainstream	All HoF's
Deliver engagement programme.	300 learners engaged	NEET	NEET learners engaged in partnership with key agencies supporting NEET	DW and Michelle Morris



Actively seek alternative funding to support the implementation of the NEET strategy	<ul style="list-style-type: none"> <li>F Additional funding for engagement and additional 16-19 places</li> <li>F bid for 16-19 growth in LR and ALS</li> <li>F Apply for E2E funding</li> <li>F Identify additional funding sources</li> </ul> Deliver IGEN contract	NEET Young People	Greater opportunities to engage and delivery progression for NEET Greater cost Effective delivery of NEET strategy	Diane Wilson Jennie Beaumont
Develop a Transitions Methodology	Transitions Gateways proves developed to enable a robust holistic assessment of need and appropriate placement of learners FL 14-19 teams trained in Operating Transition Gateway Admissions fully aware and on board With approach All faculties involved In delivery of process All teams understand And value the holistic Assessment methodology	All foundation learning students & NEET	Improved matching of students to provision related to levels interests and aspirations	Diane Wilson Emma Sullivan July 2012
Develop a range of Progression agreement With public sector VCF referral agencies	using WYLNN progression agreement template developed agreement and appropriately arrangements with key referral Organisations	All foundation learning students & NEET	Improved progression into college provision from IGEN and other and other VCF's	Diane Wilson Emma Sullivan July 2012