
Policy Background for the 14 – 19 team

1. Raising the Participation Age (RPA). The Education and Skills Act 2008 increases the minimum age at which young people in England can leave learning, requiring them to continue in education or training until the end of the academic year in which they turn 17 from 2013/2014 or until their 18th birthday from the 2015/2016 academic year. Local authorities have existing responsibilities to support young people into education or training, which are set out in the following duties:
 - Secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) in their area.¹
 - Make available to young people below the age of 19 support that will encourage, enable or assist them to participate in education or training.²
 - A local authority in England must ensure that its functions are (so far as they are capable of being so exercised) exercised so as to promote the effective participation in education or training of persons belonging to its area to whom Part 1 of ESA 2008 applies with a view to ensuring that those persons fulfil the duty to participate in education or training.³

(It is considered that other parts of the ESA duties are met by activity from the Tri-Borough Commissioning Team)

Current Activity

2. LBHF 14 – 19 Adviser has led on developing a bi-borough RPA strategy that is underpinned by a bi-borough 14 – 19 strategy. The 14 – 19 strategy has three goals: Raising Attainment; Understanding the Cohort and Early Intervention Targeted Support for those who most need it. These goals are ones that are held equally, but not severally by some other council departments, so it is important that the RPA work is viewed as one part of the support to young people, not the whole package. The RPA strategy therefore is as an active document, that sets out certain activities to enable RPA to be met and is flexible to change as and when other teams or areas of work are developed.
3. To meet this aspiration it has been written in collaboration with internal teams: School Improvement; Economic Development; Tri-Borough Commissioning; Youth Offending; Alternative Provision. In addition local providers from schools, Further Education and private training providers also support the plan. This group of professionals meet on a termly basis (RPA Executive Board) to ensure activity is relevant, focussed and achieving aims. Activities from the plan fall into four broad categories and demonstrate how the 14 – 19 team is working across other departments to meet the goals for full

¹ Sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills, Children and Learning Act 2009))

² Section 68 Education and Skills Act 2008

³ Section 10 ESA 2008

participation. Local Authority teams have recognised that some of their activity aligns with RPA so have agreed that some of their work strands are included in RPA goals.

4. Work is owned by four task and finish groups, with oversight from the LBHF RPA Executive Board. All have membership from borough officers and education providers.

- Building Futures: led by Economic Development

Priority is to support appropriate training and skills programmes between providers and employers that support transition for young people from 18 upwards via developing a Skills Plan and leading on White City Community Budgets.

- Data Transition and Tracking: led by 14 – 19 Adviser

Priority is to develop a Risk of NEET Indicator that can be used by all teams working with young people. This will use retrospective NEET data to produce a robust profile to support schools and supporting teams with preparing young people for transition to the next stage of their education or training career. Pilot being developed in Spring Term 2013 with four providers with full roll out in 2013/2014 academic year. In LBHF this is led by the transitions coordinator.

- Diverse Pathways: led by TBAP Head of Commissioning and School Support

Priority is to ensure that all providers who work with vulnerable young people who are accessing Alternative Provision are using an appropriate quality framework that is robust. The group is monitoring Alternative Provision. It is also acting as a network of providers (mainstream and AP) and supports in areas such as new duties under the revised Ofsted framework.

- Post-16 Progression: led by 14 – 19 Adviser

Priority is to plan and share activity leading to full participation with mainstream providers. One example is to jointly develop a pre-Apprenticeship pathway for young people in Year 12, which allows them the option to progress to Level 3 programmes or to go to an Apprenticeship course. The goal of this is to reduce the likelihood of NEET churn at Year 12/13

5. The collaborative nature of the membership of these groups has led to deeper understanding between providers and borough officers of where their areas of work have shared goals and outcomes, without duplicating work unnecessarily.