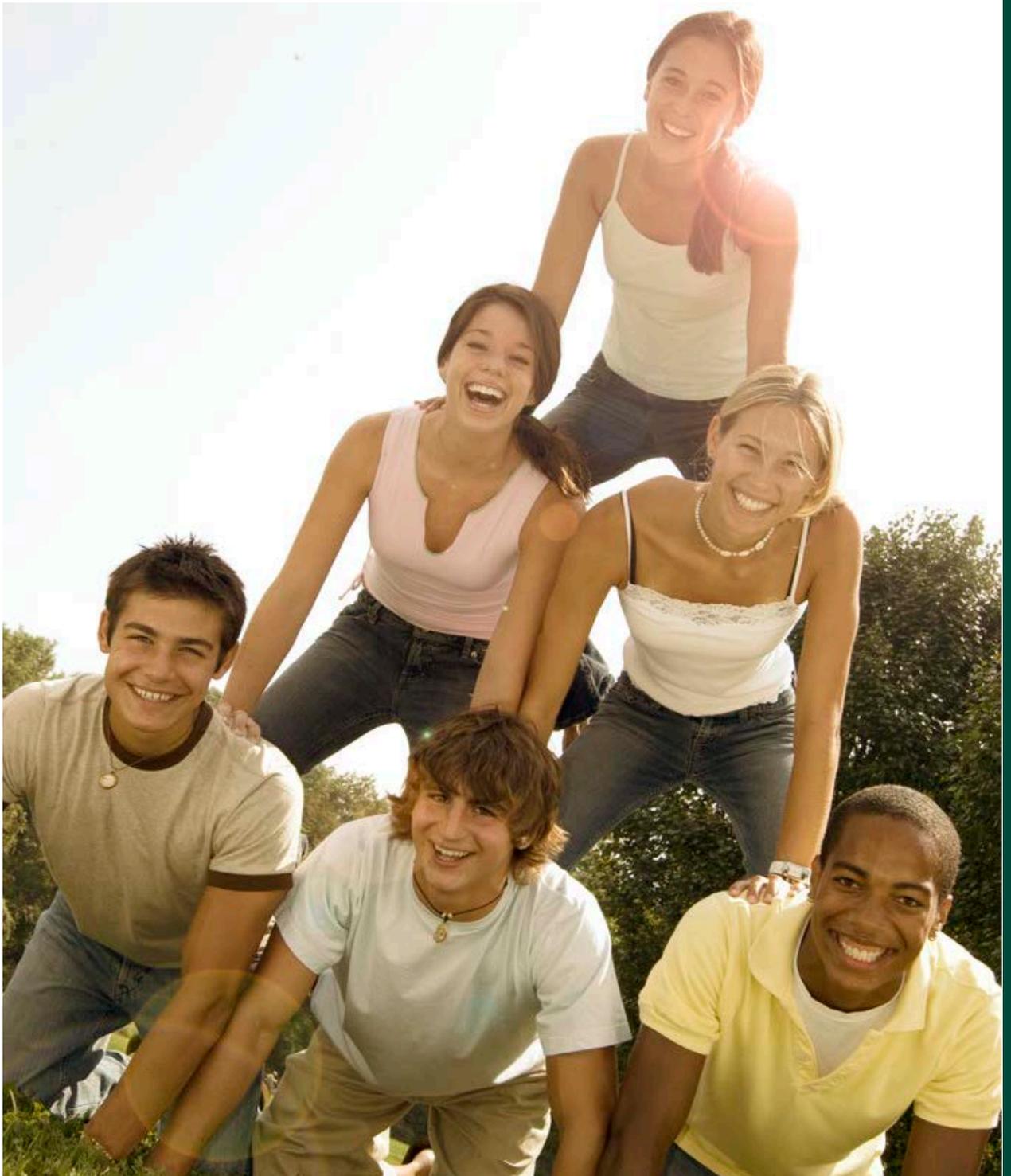


March 2013
Refresh April 2016



100% Participation Strategy for Young People in Oxfordshire 2016- 2017

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100% Participation Strategy for Young People in Oxfordshire 2013 to 2017

1. Vision

Creating opportunities for young people is at the heart of what we do.

We aim to ensure that all young people in Oxfordshire, and in particular our most vulnerable groups, are participating in education, training or employment with learning through the provision of a whole system approach to effective integrated, multi-agency and cross-directorate work.

2. Objectives

- 2.1 To achieve at least a 95% average towards our aspirational target of 100% for both Year 12 and Year 13 young people participating in learning.
- 2.2 To achieve 3.0% Not in Education, Employment or training (NEET) based on the average for November, December and January.
- 2.3 To reduce Not Known figures to less than 5% (January 2017 figure) and zero tolerance for our most vulnerable groups.
- 2.4 To ensure targeted support results in our most vulnerable groups achieving EET outcomes that are at least above the national average reported for those groups. Support provided through the Specialist NEET Service.
- 2.5 To provide targeted input to young people in Year 13/14 who have been NEET for six months or more, enabling them to become EET.
- 2.6 To develop further a whole system approach, which ensures every young person aged 16-18 not participating in learning is identified and offered a suitable place in learning. To build this through links with schools and colleges; effective management of transitions at 16; sufficient, responsive and flexible learning places; links with employers that encourage employment with learning; effective management of and engagement with NEET young people; and robust tracking arrangements.
- 2.7 To develop streamlined processes in collaboration with CSC and The Virtual School to ensure that outcomes for Looked After Children (LAC) and those Leaving Care (LC) carry the same targets and have the same aspirations as for those in same peer cohorts
- 2.8 To maintain recording of destinations for LAC, LC and SEND young people up to their 25th birthday
- 2.9 To align the OxLEP agenda within the Education Strategy by providing effective support to schools, colleges and other post 16 learning providers so that they can develop relevant and appropriate provision to meet the needs of young people 16+ and the local labour market. To align 100% Participation Strategy with the Skills Strategy, Oxfordshire City Deal and European Structural Investment Fund agendas

- 2.10 To increase the number of small, medium and large businesses offering supported employment opportunities for vulnerable young people (supported internships, apprenticeships, traineeships and work based learning)
- 2.11 To work in partnership with Voluntary and Community Sector partners to provide best support and progression for young people
- 2.12 To learn from national best practice and place Oxfordshire's solutions within this category.

3. Principles

3.1 Compliance with duties

3.1.1 Local authorities are required to secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) in their area (under sections 15ZA and 18A of the Education Act 1996 (as inserted by the ASCL Act 2009)) and to make available to young people age 19 and below support that will encourage, enable or assist them to participate in education or training (Section 68, Education and Skills Act 2008).

3.1.2 The Education and Skills Act 2008 further requires local authorities to promote the effective participation of all 16 and 17 year old residents in learning and to make arrangements to identify young people resident in the authority who are not participating.

3.1.3 The Education Act 2011 requires school to secure access to independent careers guidance for pupils in years 8 - 13 and provide relevant information about pupils to local authority support services. New statutory guidance "Careers guidance and Inspiration in schools" and non-statutory departmental guidance for governing bodies, school leaders and school staff (April 2014) produced to support the duty. The new duty broadens school responsibilities including requiring a school to:

- ♦ have a careers strategy;
- ♦ be aware of the need for young people to achieve grade C or better in English and Maths;
- ♦ work in partnership with employers;
- ♦ ensure effective linkage to STEM (science, technology, engineering and maths) subjects;
- ♦ develop entrepreneurial skills and linkage to out of school opportunities to help deliver career aspirations.

3.1.4 Local authorities are expected to have arrangements in place to ensure that 16 and 17 year olds have received an offer of a suitable place in post-16 education or training, and that they are assisted to take up a place. (Statutory guidance 2012)

3.1.5 Local authorities **must** carry out their functions with a view to identifying all the children and young people in their area who have or may have SEN or have or may have a disability (Section 22 of the Children and Families Act 2014). Local authorities **must** keep their educational and training provision and social care provision for children and young people with SEN or disabilities under review (Section 27 of the Children and Families Act 2014).

3.2 Building a future workforce of Oxfordshire

We recognise the contribution that 100% participation of young people in education and training can make to ensuring Oxfordshire has a competent and effective workforce and to raising the aspirations of young people in the county. It forms a key strand of our corporate plan for a thriving Oxfordshire and the development of a world class economy.

3.3 Working in partnership

The Oxfordshire Local Enterprise Partnership (OxLEP) and the Oxfordshire Skills Board actively support this agenda. The Skills Board published its first Oxfordshire Skills Strategy in 2014.

3.3.1 Skills Strategy Priorities

The Skills Strategy identifies the five key priorities, with the following being relevant to the participation agenda:

SP1: To meet the needs of local employers through a more integrated and responsive approach to education and training: developed in partnership with our provider network, to encourage more training provision in priority sectors - both current and projected - to meet the needs of employers or to train future entrepreneurs, particularly in science, technology, engineering and mathematics (STEM).

SP2: To create the 'skills continuum' to support young people through their learning journey: the ambition is to develop integrated, seamless services that support young people through school and on into training, further education, employment or business, where they understand the full breadth of career options, including local demand, and the training path to succeed in that career.

SP3: To up-skilling and improving the chances of young people and adults marginalised or disadvantaged from work, based on moving them closer to the labour market.

SP4: To increase the number of apprenticeship opportunities, particularly those offered by small to medium sized businesses.

3.3.2 European Structural and Investment Fund (ESIF) – Oxfordshire has identified the strategic priorities it seeks the managing authority to procure on our behalf to 2020, with the European Social Fund element providing opportunities to support this strategy across programme the following three thematic objectives:

TO8 - Employment / Labour mobility: Access to employment

- Literacy and numeracy for young people;
- Gender in-balance in technology sectors;
- Enhancing pathways for long term unemployed;
- Support for job creation through promotion of tourism, recreation and leisure;
- Support for job creation in small scale renewables projects.

TO9 - Social inclusion: active inclusion

- Early intervention to avoid young people becoming not in education, employment or training, including work with families;
- Programme to develop opportunities and support employers to take on young people not in education, employment or training (NEET).

TO10 - Education, skills & lifelong learning

- Programme to develop skills and deliver qualifications and apprenticeships at lower levels in employment growth sectors, targeted; on un- and under employed and marginalised groups
- Accessible apprenticeships and traineeships in priority sectors.

Contracts for this work has not yet been let but is expected in Spring 2016 being led by matching partners Big Lottery and Skills Funding Agency.

3.3.3 Oxfordshire City Deal provides the framework against which government are investing c£55.5m locally to support Oxfordshire's 'Innovation led growth' ambition. Skills featured significantly with partners able to secure £1.5m funding to support an increase in the number of 16-23 year old apprentices by 525 up to March 2017 with an emphasis on identified growth sectors including advanced engineering and manufacturing; space technology and biosciences. This will be achieved through delivery of an Oxfordshire Apprenticeship action plan agreed by the Skills Funding Agency.

3.3.4. OxLEP will provide up-to-date Oxfordshire-centric labour market information including data on growth sectors, and will raise awareness amongst young people of science, technology, engineering and maths career

choices. It will also broker more strategic links between business and the education sector to encourage more business involvement in schools and colleges, and greater uptake of training such as Traineeships and Apprenticeships, in line with the Government's objectives.

3.3.5 Adult Social Care

Oxfordshire's Learning Disability Strategy 2015 -2018 includes a newly commissioned wellbeing and employment service. The wellbeing and employment service will work with people with learning disabilities to enable them to get paid work, volunteer, and form a part of the broader community of Oxfordshire. Universally available, this will be a volunteer focused and light touch service, with people with higher needs able to purchase additional support using their personal budgets.

3.3.6 The Voluntary and Community Youth Sector in Oxfordshire provides strong support to the overall agenda. This is achieved through:

- Data sharing agreements where these are appropriate i.e. through a formal, legal agreement data is shared about NEET/Not in learning young people in a given area with a VCS partner and they target these young people for programmes and/or general support. The partner then provides feedback on the destination of these young people;
- Attendance at YEP meetings, understanding the overall data and priorities in the area and working collaboratively to redress NEET/Not in learning issues and in particular providing routes for support to most vulnerable young people e.g. young carers, young people with disabilities, homeless young people, those in housing need or living with foyers or other specialist housing, teenage parents or those pregnant;
- Bidding for contracts against specifications to be released through the European Structural Investment Fund.

4. Data Analysis and Trends

There have been significant improvements in participation performance since the commencement of the 100% Participation Strategy in 2013

- NEET figures in Oxfordshire are now below our 4% target, at 3.9% in March 2016. Over the year significant progress has been made particularly in areas of highest NEET (parts of Oxford and Banbury).
- Over the year the focus on vulnerable groups has produced improvements in EET but there is still need for sustained progress. Our Not Known figures have reduced significantly over the past year and in March 2016 stood at 4.8%. The DfE considers that data to be valid where Not Known is below 10%.

- Not Known for vulnerable groups has improved significantly over the last year and currently (March 2016) stands at YOS 0%, Teenage Parents 10.3%, SEND 2.9%, Young Carers 4.8%, LAC/LC 1.6%, Homeless 6.7%.
- In March 2016 the percentage of young people in Year 12 'Participating' in learning was 95.6% (+0.2% working towards participation or taking a temporary break) and for Year 13, 89.2% (+0.6% working towards participation or taking a temporary break). Our September Guarantee figure for 2015 Year 12/13 showed a significant improvement from the previous year moving from 91.8% in September 2014 to 95.7% September 2015.
- Of young people in employment, 12.2% (year 12) are in jobs without learning, again this is a significant improvement from 22.7% from last year. The year 13 figure has also seen a significant decrease, from 42.2% last year down to 25.0%.

5. Analysis of Strategic Themes for Oxfordshire

We believe that the whole system, cross agency approach implemented in 2013 continues to be required to provide a seamless and needs led approach at every stage along the participation pathway.

Key strategic themes for Oxfordshire in achieving this continue to be:

- Robust tracking arrangements;
- Links with schools and colleges and effective management of transitions at 16;
- Securing sufficient, responsive and flexible places;
- Securing links with employers to increase employment and employment with learning;
- Effective management of and engagement with non-participating young people;
- Links across CEF, OxLEP, Adult Social Care.

In addition there is specific need to include:

- Children Looked after and Leaving Care to 25th birthday;
- Young people with Special Education Needs and Disabilities (SEND) to 25th birthday.

5.1 Robust Tracking Arrangements

a) Context

In order to support transitions and ensure appropriate services are in place we need good tracking information about where learners are, so that we can identify those who need more support. A range of arrangements are in place to track young people through Years 12 – 14, this map needs to be maintained and further developed. The

additional resource to work with schools and colleges has significantly improved the accuracy and breadth of data from schools and colleges. More work is needed to achieve accurate information from learning providers showing destinations of their leavers.

b) What is being done already

- Data sharing has been confirmed with robust processes in place and Year 11 privacy notices supplied to schools;
- Data sharing agreed with VCS providers of learning, engagement programmes and 1:1 work;
- Reporting and data systems are in place to support targeting of areas where information sharing needs to improve;
- Tracking of NEET young people is managed through the Early Intervention Hubs tracking every 45 days whilst a young person is NEET;
- Tracking of those in employment is managed through Early Intervention Youth Engagement and Opportunities team;
- Initial work has been undertaken to bring together systems and processes for understanding the tracking need for SEND and CLA/LC young people.

c) Priorities for further work.

- Ensure current activities are maintained and information sharing between schools/colleges and the local authority provides 100% returns and data can be cross-referenced and resources targeted effectively;
- Ensure data sharing between Abingdon and Witney College and the local learning providers novated across to the college is maintained so timely destination information is provided;
- Improved tracking of CLA/LC and SEND to ensure effective tracking of young people up to 25th birthday;
- Links with the new Well-being and Employment Service for vulnerable learners aged 16 to 25.

5.2 Links with Schools and Colleges and effective management of transitions at 16

a) Context

Improving and supporting the transition of learners between key stages is crucial to ensuring that young people continue to be engaged in education and can progress successfully. Preparing for transition needs to start in primary schools with increased focus and support up to the transitions from Key stage 4 to 5. The changing responsibility for schools and colleges in relation to supporting the management of transitions and effective data sharing is a key issue and one that must be maintained to ensure the good work already undertaken is sustained and built upon.

Contributing to this will be collaborative working between the Skills for Business Officer (Providers) post and EET team within CEF

b) What is being done already?

- Considerable work is being undertaken with schools and colleges to ensure that impartial Information, Advice and Guidance to all young people in Years 8 – 13 is provided and that there is good liaison and sharing of information with the local authority;
- Work is being undertaken to support schools/colleges in broadening the CEIAG curriculum and encouraging a cross-curricula approach;
- A well-used universal offer is available using web based and electronic opportunities. This is supported by Information, Advice and Guidance in schools through the Early Intervention Service. www.oxme.info/opportunities;
- Location of NEET engagement work in the Early Intervention Service where support from both local authority and voluntary sector providers is located, assists with the coordination of this work. This includes key links to the external contract for Specialist NEET provision targeting vulnerable groups;
- Data sharing is in place through a Year 11 privacy notice and this is now working effectively;
- Annual Risk of NEET Indicator (RONI) information identifying young people in years 8 – 11 who are most at risk of NEET is in place and work carried out to support schools in using this information to find the most appropriate support for young people;
- Identification of our most vulnerable young people is in place enabling particular attention to be paid to these groups;
- Opportunities to Inspire (O2i) creating education business links
- Annual CEIAG conference in place, well attended and good feedback from participants;
- A three year plan to support the implementation of the Code of Practice (July 2014) for young people with SEND, specifically focussing on employment, education and training.
- Creation of an active Labour Market Information (LMI) document to support schools, colleges, young people, parents/carers and other professionals providing support and guidance to young people. Development of this document focussing on young people accessed through OXME.
- Work with Oxfordshire Employment Service, MENCAP and colleges to increase the number of young people with SEND in supported internships.

c) Priorities for further work

- Work in partnership with schools/academies and colleges to improve the transition experience for learners from Key Stage 4 to 5 and age 17;
- Work with schools/colleges on the relevance of their post 16 offer to enable young people to undertake learning at Level 2 and 3 providing best fit with the local economy;

- Work with schools and colleges to provide intensive support for most vulnerable young people in particular specific issues for LAC/LC and SEND young people
- Work with colleges to provide better detail on destinations of students particularly focussing on those leaving early;
- Further develop the local Labour Market Information (LMI) to provide a document suitable for young people with SEND
- Work with Special Schools to improve the quality of CEIAG for young people with SEND;
- Work with schools and academies to understand the issues for LAC/LC;
- Ensure effective transition from Year 11 for those young people most at risk of not continuing in learning through provision of 1:1 support;

5.3 Secure sufficient, responsive and flexible places

a) Context

Working closely with our schools, academies, colleges and providers we need to ensure that the range of provision can meet the needs of all our learners. This involves a clear identification of where the gaps are and responding to learners' needs and demands. We also need to consider the changing landscape of our local economy and work with young people and providers to understand the needs.

b) What is being done already?

- Active working links with Abingdon and Witney College to ensure the novated niche, flexible provision aimed at engaging those who are NEET continues to develop. These providers, most often from the Voluntary and Community sector deliver study programmes and Traineeships;
- Through the Oxfordshire Apprenticeship brand a series of events and projects have been delivered to increase the take up and availability of apprenticeships including: delivery of 'making sense of apprenticeships' events aimed at employers, delivery of drop in 'ApprenticeShops' aimed at parents and young people, and working with schools to ensure young people are aware of apprenticeships as a post 16 route;
- Development of O2i providing education business links supporting the development of business understanding the need for business links to CEIAG, the role of traineeships, apprenticeships and the continuum of support from NEET.
- Development of a careers enterprise advisor network with each secondary school being linked with a business who will work with them at a senior level to develop their education business links.
- Development of an enterprise advisers network which matches volunteers from business with schools who will work with the school's leadership team to develop effective employer engagement plans.

- c) Priorities for further work
- Ensure provision is based in areas of highest need, provides feedback on young people attending and full destination information on leaving;
 - Promotion of Traineeships to employers to encourage more take up of these programmes as a 'pre-apprenticeship' route;
 - Ensure effective monitoring and review of the supported internships pilot with all three Oxfordshire FE Colleges;
 - Provide programmes to engage entrenched NEET young people (through the ESIF funding).

5.4 Secure links with employers to increase employment and employment with learning

- a) Context
- Working closely with employers and the business community we need to encourage employers to think about the range of young people and consider work options for our most vulnerable groups. We need to support employers in understanding the Raising the Participation Age agenda and encourage employers across the county to up-skill the workforce by providing training alongside employment.
- b) What is being done already
- Opportunities to Inspire (O2i) has been launched with significant 'buy in' from local schools/academies and businesses;
 - Oxfordshire apprenticeships work to link employers, young people and schools to increase understanding and take up of apprenticeships;
- c) Priorities for further work
- Support employers to understand the needs of young people who have SEND and/or are looked after/leaving care and to offer meaningful work based training;
 - Support employer and school use of new O2i website; Continue to recruit enterprise advisers to ensure there is one assigned to every secondary school.
 - Target employers with young people who are not participating in learning to encourage take up learning provision;
 - Continue to provide access to information for employers about RPA.

5.5 Effective management of and engagement with non-participating young people

- a) Context
- To ensure that all 16 and 17 year olds can participate requires a specific focus on those who are most vulnerable. National evidence suggests that early

identification and support is crucial to ensuring that these young people can go on to achieve and participate. This support needs to be well co-ordinated across a range of partners and services.

b) What is being done already?

- Targeted work with our most vulnerable groups is led and supported through our Early Intervention Service Hubs and systems are in place to ensure all NEET young people are identified and can be supported by local Early Intervention staff and co-located Specialist NEET Service. Quarterly cross agency Youth Employment and Participation Networks are held in each of the Early Intervention Service areas to coordinate support, share good practice and also work intensively with those young people in the patch who remain NEET or Not Known
- Monthly monitoring data showing effectiveness and impact of approaches is produced to support young people from vulnerable groups
- Links are in place with colleagues in the YOS, and those working with homeless young people, young people with SEND, teenage parents, young carers and young people who are looked after or leaving care.
- Creation of a separate strategy and action plan to ensure data links across LAC/LC and targets are consistent and stretching;
- Creation of an action plan to address barriers to learning faced by teenage parents.

c) Priorities for further work

- Continue to work in partnership with providers and partners to implement creative strategies to improve the outcomes for vulnerable learners;
- Continue to identify additional strategies to support the participation of young people with SEND in accordance with the Children and Families Act and Code of Practice and to develop provision that will offer holistic and progressive experiences that support the development of skills for independent living and prepare learners for employment;
- Ensure contracts to the Voluntary and Community Sector for transition and engagement activities (provided through ESIF funding) are well co-ordinated with overall provision adds value.

6. Outputs

1. To achieve at least a 98% average towards our aspirational target of 100% for 16-17 year old (Year 12) young people to be in learning and 90% of 17-18 year old (Year 13) young people (based January 2016 figures) published March/April 2015;
2. To achieve less than 3.0% based on first quarter 2016 published figures
3. To reduce Not Known figures to less than 5% (based on January 17 figure) and zero tolerance for our most vulnerable groups by March 2017;

4. Vulnerable group statistics meet targets for NEET, EET and Participation;
5. September Guarantee results improved to 97% for years 12 and 13 for 2016;
6. ESIF funding providing 1:1 support for all young people under 18 leaving education to support them to stay in learning (368 young people over the term of ESIF funding);
7. Supporting entrenched NEET young people to re-engage with learning/employment (184 young people over the term of the ESIF funding);
8. To reduce to 20% the number of young people under 18 in jobs without accredited learning by March 2017;
9. To ensure an upward trend in the numbers of young people using Opportunities Facebook, numbers viewing Opportunities posts and numbers receiving Hot Jobs mailing;
10. 40 young people with SEND in supported internships from September 2016.

7. Communication

To ensure this strategy is shared comprehensively across Oxfordshire County Council and with wider partners:

- linking to the wider education community through joint briefing and planning workshops to include OxLEP, Early Intervention Service, Deputy Director for Education, School Leaders, Schools and Learning Manager;
- linking to employers;
- linking to IAG leads in schools and school leadership teams;
- linking to designated leads in schools and colleges/post 16 providers for CLA/LC;
- linking to VCS;
- Providing information to young people and parents/carers through www.Oxme.info, www.oxfordshire.gov.uk and www.oxfordshireapprenticeships.co.uk.

8. Governance and Review

The 100% Participation Strategy is a key work strand for both the Early Intervention Service and OxLEP. This is overseen by cross-directorate 100% Participation Progress meetings led jointly by OxLEP and Early Intervention and including colleagues from the Children, Education and Families Directorate. Meetings are held every two months to assess progress. This is supported by specific NEET sub-groups (Early Intervention Service, Children in Need Thematic Group - NEET and Communities and Learning Thematic group - IAG), with operational responsibility through multi-agency Youth Employment and Participation Networks.

The lead for this work is with the Early Intervention Manager (Youth Lead) supported by the Schools and Learning Manager and managers from OxLEP who hold the lead for the Raising Participation Age statutory duty.

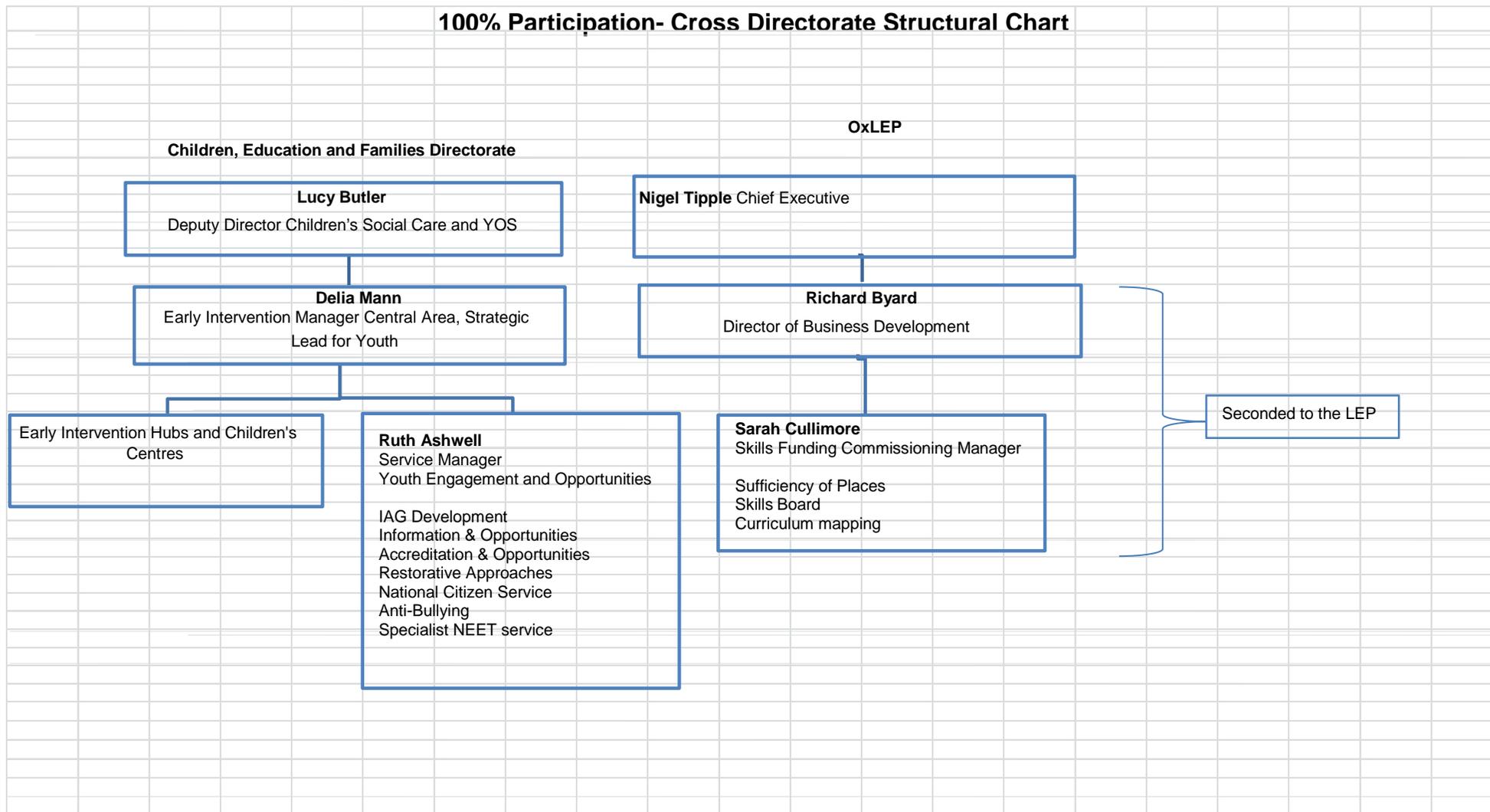
An evaluation of the effectiveness of the strategy will be undertaken in relation to improved outcomes for young people and effective completion of the action plan.

9. Conclusion

Oxfordshire Children's Services are determined to build on good practice already embedded, learn from other areas, create opportunities and improve the participation rates for young people in the county and in particular for our most vulnerable groups.

Additional resources would be required to achieve the ambition in this strategy and are outlined in Appendix 2 and an Action Plan is outlined in Appendix 3.

Appendix 1: 100% Participation- Cross Directorate Structural Chart



Appendix 2

Additional Resource

City Deal

Oxfordshire Apprenticeships	£590,000
Apprenticeships Information and Tracking Officer (City Deal)	£51,650 (until April 17)

ESIF

Transitions programme (ESIF)	£920,000 (6 years)
Engagement programme (ESIF)	£920,000 (6 years)