



# Full Participation

No young person left behind

## 14-19: Planning for Success

This Plan sets out the Partnership's vision and core values. It clearly identifies our priorities and collaborative commitment in ensuring Campus Stockton is a real, visible and vibrant learning community, where we will strive for all young people to engage in meaningful education, employment or training to, through and beyond the 14-19 Phase.

In developing the strategy we have incorporated a number of key elements:

- we have ensured recognition of the major national drivers, their policies and plans;
- we have embraced the challenge of raising the participation age by 2015;
- we have demonstrated our support, contribution and role in meeting the ambitions of the Stockton 2011 – 2013 Children's and Young People's Plan and the following priorities:

*Ensure all young people are in receipt of education, employment and training to meet their needs;*

*Narrow the gap in attainment; and*

*Improve targeted early interventions to reduce the need for specialist service interventions including the development of the use of CAF*

We look forward to working with partners across the Tees Valley, existing and new, to secure the future developments of this plan and in so doing will celebrate our collaborative success.

## Vision

Working together the Stockton-on-Tees 14-19 Partnership is committed to providing exciting learning opportunities that will encourage and embed a culture of lifelong learning for all. Our aim across Campus Stockton is to empower learners so that they may confidently develop skills, attributes and talents to succeed and prosper in their working and adult lives. We recognise and value each individual learner and will ensure that our collaborative offer places no limit to their learning and potential.

## Principles and Values

We are committed to working collaboratively on a common set of Principles and Values where educating and developing the whole person is at the heart of our work:

- ensure our learners have every opportunity to raise their aspirations and reach their potential;
- ensure our learners engage, enjoy and achieve;
- ensure our learners feel safe and supported in their learning;
- ensure our learners are motivated and qualified for progression and success;
- support learners in developing a healthy lifestyle;
- enhance the confidence of learners to positively contribute to the life of their school/college and their community;
- developing trust, collaboration and a willingness to explore change for the benefit of the learner and Campus Stockton;
- ensuring that our learning environments are of the highest quality;
- enabling education and regeneration to work together to develop our local communities and drive Stockton forward.

## What we will do next

The following priorities will be taken forward by the 14-19 Partnership:

### Data and Labour Market Information

To enable and where appropriate, lead identification, production and analysis of data which will monitor, measure and evaluate outcomes and inform future strategies and commissioning processes.

### Curriculum

To identify, quantify and understand the range of provision pre and post-16. Analysis will identify gaps in provision, to barriers to engagement and progression and support needs and aspirations of young people who are NEET or at risk of becoming NEET. To provide the partnership with detail that will inform future strategies, including Raising the Participation Age (RPA) and the commissioning process.

Having a mix of provision and programmes in place for all learners, with a particular focus on vulnerable and non-engaged learners

Focus on transition and progression for all learners, particularly vulnerable young people (including non-engaged).

To identify and quantify the curriculum and support needs of young people and to develop a framework for the partnership to plan future provision that meets local, sub-regional and regional needs.

To support employers to develop a growing, adaptable, sustainable skilled workforce for the borough and wider Tees Valley by establishing effective links with relevant organisations to engage with employers to support the 14-19 agenda.

To put in place a local strategy for '14-19 workforce development' to ensure the workforce across partners are fully prepared to deliver the 14-19 agenda

### **Careers Education / Information, Advice and Guidance (CEIAG)**

To work with partners to ensure all young people are supported to make informed choices about their future learning and career options.

Ensure all partners and staff, have the necessary support, skills and knowledge to enable them to support all young people.

### **Vulnerable Groups** (may include Learners with Learning Difficulties and/or Disabilities, Young Offenders, Teenage Parents, Looked after Children, Young Offenders)

Work together locally and sub regionally to better identify vulnerable young people, and provide more effective support to address the needs, using multi agency resources to share information to achieve a seamless transition.

Focus on transition and progression for all vulnerable young people (including non-engaged). Deliver interventions and improve outcomes for vulnerable young people, providing personalised packages of support, information, advice and guidance, and learning and development opportunities to improve life chances.

Review and improve the learning and skills offer within Stockton for vulnerable young people ensuring flexible opportunities are available to meet demand, working collaboratively to meet aspirations ensuring the right mix and balance of provision is available.

Build on the transitions strategy for young people ensuring opportunities are available to improve transition through 'improving choices' funding, utilising funding from other agencies to provide flexible options for those learners with learning difficulties and/or disabilities.

Work collaboratively to support Looked after Children (LAC) within Stockton, ensuring information is shared to support with Information Advice and Guidance, and the transition processes to inform the Personal Pathway Plans.

Support the implementation of the ASCL 2009 YOUNG OFFENDER EDUCATION Information & Good Practice Guide within Stockton through the North East Youth Justice Education, Training and Employment Improvement Group.

To ensure that the Partnership adopts quality assurance and safeguarding arrangements to sustain high quality provision and progression opportunities for all young people aged 14-19 in Stockton.

## Outcomes for our young people aged 14-19

To ensure that all young people in Stockton participate in education and training that stretches and challenges them to achieve their potential and progress to further and higher education and skilled employment, this plan will deliver the following outcomes.

### Participation

An increase to full participation of young people up to the age of 17 in education and work based learning (WBL) including employment with training by 2013;  
An increase to full participation of young people up to the age of 18 in education and work based learning (WBL) including employment with training by 2015;  
A reduction in the proportion of 16 to 19 year olds who are Not in Education, Employment or Training (NEET). The monitoring of which will be via Academic age with the Department planning to introduce Destination Measures of KS4 pupils.

### Attainment

An increase in the proportion of pupils achieving 5 A\* - C's at GCSE or equivalent exam results, including English and Maths;  
An increase in the percentage of pupils who attain GCSEs or iGCSEs at grades A\* - C across a core of academic subjects - English, mathematics, history or geography, the sciences and a language;  
An increase in the percentage of young people achieving a Level 2 qualification by the age of 19;  
An increase in the percentage of young people achieving a Level 3 qualification by the age of 19;  
Narrow the inequality gap in the achievement of a Level 3 qualification by the age of 19 between those young people who were in receipt of free school meals (FSM) at academic age 15 and those who were not;  
An increase in the percentage of young people who were in receipt of free school meals (FSM) at academic age 15 who attain level 2 qualifications by the age of 19;  
An increase in the [proportion of young people aged 16 to 18 who start on an apprenticeship](#).

### Progression

An increase in the proportion of Y11 learners who progress through the qualifications framework (i.e. L1, L2 and L3) by the age of 19 and an increase in the numbers who progress to Higher Education;

### Collaboration

An assurance of high-quality impartial IAG to support young people in their choices and ensuring the partnership makes good progress with the 14-19 Youth Portal and prospectus and have an awareness of and work towards the priorities outlined in the TV CEIAG Forum;

### Provision

Facilitating the provision of a sufficiently broad range of high quality provision, including vocational and applied options;  
An assurance that the Partnership has an effective strategy for delivering Full Participation of 17 and 18 year olds and that there is effective support and targeted provision for young people at risk of disengagement (NEET).

## Accountability / Monitoring and Support Networks

	Accountability & Monitoring	Support Network
DATA/ LMI	<p><b>A member from the 14-19 Partnership</b></p> <p><b>Support Officer 14-19 Team:</b> Darren Coulton</p>	<p><b>Stockton-on-Tees Support Group:</b> Pre/ Post 16 Group;</p> <p><b>TV Sub Regional Group:</b></p>
CURRICULUM	<p><b>Chair of Curriculum Progression Group</b></p> <p><b>Support Officer 14-19 Team:</b> Wendy Starks</p>	<p><b>Stockton-on-Tees Support Group:</b> Curriculum Progression Group; Employment, Learning and Skills Group; Diploma Management Group</p> <p><b>TV Sub Regional Group:</b></p>
VULNERABLE GROUPS	<p><b>A member from the 14-19 Partnership</b></p> <p><b>Support Officer 14-19 Team:</b> Helen Crawford</p>	<p><b>Stockton-on-Tees Support Group:</b> Quality Assurance Group</p> <p><b>TV Sub Regional Group:</b> LLDD SRG Group FE Plus Sub Group Transitions Strategy Group / Transitions Forum Regional Transition Support Programme (now the NE Transitions Forum) Tees Valley Autism Group Regional Education Training and Employment Group Quality Assurance Group Virtual School Looked After Young people Post 16 Group Care2Work Group Looked After Young People Education Training and Employment clinic Emotional Health &amp; Mental Well Being Partnership Teenage Pregnancy Partnership</p>
CE/IAG	<p><b>A member from the 14-19 Partnership</b></p> <p><b>Support Officer 14-19 Team:</b> Wendy Starks/Helen Crawford</p>	<p><b>Stockton-on-Tees Support Group:</b> CE/IAG Forum</p> <p><b>TV Sub Regional Group:</b> TV CE/IAG Forum</p>

Every sub-group will work within agreed Terms of Reference and to a detailed action plan which shows how our priorities will be met. The work / actions of the sub-groups will be reported to the 14-19 Partnership and through to the Children's Trust Board as required.

### Funding

The 14-19 Partnership will have overall lead responsibility for budget / funding allocation decisions to enable the actions of this plan to be met to ensure full participation for the young people of Stockton to be achieved. This work will be supported by an officer of the 14-19 team who will also prepare finance updates as requested by the Partnership and report to the Children's Trust Board as and when required.

The Partnership is committed to the Council's commissioning arrangements and so will seek to apply the commissioning principles to its delivery and provision. Partners in the borough are well placed for this and budgets have been pooled in recent years to excellent effect.

### Supported by the 14-19 team

All of the activities and priorities of the sub groups will have full support from the 14-19 team led by Val Goodrum

## Action Plan

### 1. Data / LMI

Objectives	Actions	Timescales	Milestones	Resources – funding / sub group	Progress made
<p>1. To have in place an effective data sharing arrangement / protocol between the Council and its partners.</p>	<p>1.1 Seek advice from Council Data / LMI lead regarding available options</p> <p>1.2 Develop and agree a data sharing arrangement / protocol between the Council and partners locally and sub regionally</p>	<p>1.1a End of Aug 2011</p> <p>1.2a End of Sept 2011</p>		<p>Post 16 working group</p> <p>Post 16 working group</p>	<p>October 2011 – 14-19 team working alongside Business and Improvement and Support - MIS team completed 1.1 and 1.2 by agreeing and put in place a Data Sharing Protocol with Post 16 providers based in the borough namely Stockton Riverside and Stockton Sixth Form Colleges, Tees Achieve and our main travel to learn provider Middlesbrough College.</p>
<p>2. Improve the flow, type, frequency and access to accurate, current and usable intelligence held on all young people particularly the vulnerable in Stockton.</p>	<p>2.1 Review all available learner data both pre and post 16 from all partners.</p> <p>2.2 Define and agree a set of useable, accurate and current Data / LMI tables and hold a bank of accurate and current data</p> <p>2.3 Agree in what form the data set</p>			<p>Post 16 working group</p> <p>Post 16 working group</p> <p>Post 16 working group</p>	

	available can be shared				
3. Provide the support to help inform local pre and post 16 planning strategies	3.1 Respond to Data / LMI requests from other groups and partners and make recommendations were required	3.1a On request		Post 16 working group	
4. Inform and develop the local 16 – 19 Statement of Priorities	4.1 Using available data / LMI complete a Strategic Analysis of need for Stockton  4.2 Complete a local 16-19 Statement of Priorities	4.1a End of Oct 2011  4.2a End of Oct 2011		14-19 team  14-19 team	October 2011 – Both 4.1 and 4.2 have now been completed and both documents have been sent to Partnership for information.

## 2. CURRICULUM

Objectives	Actions	Timescales	Milestones	Resources – funding / sub group	Progress made
<p>1. Gain an understanding and overview of all curriculum areas across the 14-19 phase in the borough to inform planning</p>	<p>1.1 Review curriculum provision on an annual basis to ensure it is effective in meeting the needs of learners and of the local economy.</p> <p>1.2 Ensure there is sufficient provision in Apprenticeships to meet demand from learners and employers.</p> <p>1.3 Need to have a continued awareness of the implications of government initiatives that are linked to curriculum delivery.</p> <p>1.4 Share good practice in curriculum development.</p>				
<p>2. Develop a curriculum which offers a core academic and vocational route with qualifications to support progression to further learning and skilled jobs.</p>	<p>2.1 Audit the workforce to ensure gaps are filled to deliver curriculum priorities.</p> <p>2.2 Work with 16-19 providers to develop work experience models.</p> <p>2.3 To ensure that pre/post-16 providers are aware of developments in both sectors to support progression opportunities for all young people.</p> <p>2.4</p>				

Objectives	Actions	Timescales	Milestones	Resources – funding / sub group	Progress made
<p>3. Support schools/colleges in raising standards and participation through increased opportunities for 14-19 year olds</p>	<p>3.1 Develop an increased range of opportunities for 14-19 year olds.</p> <p>3.2 Support development of partnership to provide an enhanced curriculum.</p> <p>3.3 Ensure young people have access to good IAG about curriculum choices in Stockton, Tees Valley and throughout the country.</p> <p>3.4 Implement quality assurance toolkit across all providers to guarantee high quality provision.</p> <p>3.5 Ensure that student voice plays a vital role in developing individual courses and pathways.</p>				
<p>4. Work collaboratively in Stockton and the sub-regions to meet the learning needs of young people in Stockton, by developing a broad, inclusive and vocationally relevant curriculum framework</p>	<p>4.1 Detailed tracking of pupils performance, progression/regression, aspirations, strengths and likes/dislikes – to inform the needs of the potentially non-engaged.</p> <p>4.2 Identify the needs of the non-engaged and the potential non-engaged.</p> <p>4.3 Develop a provision map to meet the needs of vulnerable students. To match resources with those</p>				

Objectives	Actions	Timescales	Milestones	Resources – funding / sub group	Progress made
	<p>needs.</p> <p>4.4 Continue to meet with the TV SRG curriculum group to explore opportunities for collaborative provision.</p> <p>4.5 Widening curriculum opportunities for individual students and providing a widening provision overall.</p>				
<p>5. Support schools and other providers in developing curricula and progression routes which reflect the future needs of the region and sub-region</p>	<p>5.1 Work with other Stockton Council areas and sub-regional groups to understand the regeneration programme for the area.</p> <p>5.2 Understand employment opportunities resulting from regeneration programmes.</p> <p>5.3 Make sure there is a link between provision and future employment opportunities.</p>				

3. Vulnerable Groups - Learners with Learning Difficulties and/or Disabilities, Young Offenders, Teenage Parents, Looked after Children, Young Offenders

Objectives	Actions	Timescales	Milestones	Resources – funding / sub group	Progress made
<p>1. Review and Improve the learning and skills offer for young people with learning difficulties and / or disabilities (LLDD) in Stockton ensuring flexible opportunities to meet demand.</p>	<p>1.1 Work together strategically Tees Valley wide to identify and address the needs of young people with LLDD, and to more effectively use available resources including the need for better forecasting of numbers of young people coming forward with LLDD needs to aid planning of provision YPLA.</p> <p>1.2 Manage the out of Area placements process linking with the YPLA, IYSS Connexions, Social Care, Strategic Health and any other relevant agencies to support the learners placement and progression.</p> <p>1.3 Development of a common flexible funding framework, to be utilised Tees Valley / North East wide.</p> <p>1.4 Undertake a mapping of all facilities available in the North East Region, post 16 including details of facilities and provision to identify gaps.</p> <p>1.5 Develop a strategic relationship with the Independent Specialist Providers.</p>	<p>Ongoing to be reviewed Spring 2012</p> <p>Ongoing to be reviewed Summer 2012</p> <p>Summer 2012</p> <p>Spring 2012</p> <p>Spring 2012</p>		<p>LLDD SRG Group / Regional Officers Group</p>	<p>November 2011</p> <p>1.1 Tees Valley LLDD SRG group are working together utilising available data to plan and prioritise young people with LLDD to develop provision, already identified ASD, BESD and MLD as areas for developments within Tees Valley.</p> <p>1.2 Out of area process managed effectively, currently 5 young people attending out of area ISP's through YPLA funding, and 5 young people utilising Improving Choices funding within TV. As at November 2011, request received for 2 further learners to attend ISP's to start Dec 2011. Predictions for 2012/13 is for potential 14 ISP out of area and 8 IC learners.</p> <p>1.4 Mapping exercise taking place within TV through Colleges, and TV provider Network.</p>

	<p>1.6 Investigate and develop opportunities to improve transition through 'Improving Choices' funding, utilising funding from other agencies and from other funding opportunities.</p> <p>1.7 Work closely with schools, colleges, training providers and the voluntary sector to commission provision and support services and create a continuity of learning experiences for LLDD up to the age of 25</p> <p>1.8 Abbey Hill School and Stockton Riverside College to work together to support learners through transition and utilise Improving Choices, then work with further schools including Northfield, Bishopsgarth and Our Lady St Bede's.</p> <p>1.9 LLDD post 16 provision Stockton/Tees Valley wide need to work collaboratively to aid transition and support the needs of each learner, ensuring the learners are aware of their entitlement.</p> <p>1.10 Appropriate task and finish groups to be established to review provision and make recommendations for increased</p>	<p>Spring 2012</p> <p>Spring 2012</p> <p>Spring 2012</p> <p>Spring 2012</p> <p>Ongoing to be reviewed Spring 2012</p>			<p>1.6 Developments with IC include development of LD Prospectus through FE+ LD sub group, showing additionality offered.</p> <p>1.8 In Stockton developments through SRC, Abbey Hill and potentially STEPS includes availability of a package of support offering provision with 1:1 support, independent living, independent travel training, work experience, hydrotherapy, physiotherapy etc</p> <p>1.10 ASD task and finish group working with TV special schools produced ASD spec for post 16 providers to</p>
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	<p>capacity in Tees Valley for identified priority groups of learners including those young people on the Autistic Spectrum and those with behaviour, emotional, and social disorder.</p> <p>1.11 Review the current emphasis on accreditation and ensure that Foundation learning provides meaningful programmes of learning that enables learners to progress to apprenticeships, employment independence, further learning or community engagement.</p> <p>1.12 Develop and identify 'supported employment' opportunities through person centred planning to aid transition of the most vulnerable young people especially those with LDD.</p> <p>1.13 Spread best practice focusing on employability and making the lives of disabled people more independent and promote self employment and enterprise as part of IAG.</p> <p>1.14 Consider the introduction of national programmes of extended workplace learning in conjunction with third sector providers, using models developed through successful projects identified through Ofsted survey.</p>	<p>Ongoing to be reviewed Spring 2012</p> <p>Ongoing to be reviewed Spring 2012</p> <p>Ongoing to be reviewed Spring 2012</p> <p>Ongoing to be reviewed Spring 2012</p>			<p>utilise. Also the National Autistic Society are undertaking an audit/ review of the colleges current provision and access in particular to look at where improvements that could be made for learners with autism.</p> <p>1.12 Supported employment opportunities are being developed with STEP's and Abbey Hill in Stockton, working through systematic instruction employment.</p>
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	<p>1.15 Ensure that outcomes from all types of provision are monitored locally so effectiveness of provision can be evaluated.</p> <p>1.16 Ensure that providers offer programmes which provide an appropriate level of challenge and prepare learners for progression.</p>	<p>Ongoing to be reviewed Spring 2012</p> <p>Ongoing to be reviewed Spring 2012</p>			<p>1.16 work has been done with ISP and IC providers to plan, and review learners provision to ensure doing appropriate levels with transition to support progression.</p>
<p>2. To build on the transitions strategy, reviewing the arrangements for transition from school to post 16 in place for children with complex and additional needs, and continuing to provide a monitoring role for the transition action plan due to be updated November 2011.</p>	<p>2.1 To build on strengths of schools and post 16 sector to reduce duplication in initial assessment processes whilst ensuring that the learning difficulty assessments are objective and impartial with recommendations.</p> <p>2.2 Ensure personal advisors are resourced and trained to provide objective learning difficulty assessments and keep in contact with learners who become disengaged.</p> <p>2.5 Ensure that health and social services are fully involved in the transition process at all stages.</p> <p>2.4 2.5 Future actions expected following the transitions strategy group in November 2011.</p>			<p>Transitions Strategy group / Transitions forum</p>	

<p>3. Support the Tees-wide Autism Action Plan 2011</p>	<p>3.1 Work with the Special Schools in each Local Authority area as part of the special schools cluster group to share good practice, on qualifications, tracking progress &amp; achievement, FL, Progression etc</p> <p>3.2 More accurate forecasting of the need for services to ensure families to get the support they need.</p> <p>3.3 The development of local further education courses to ensure students can access provision in the local area.</p> <p>3.4 Involve partners involved in transition planning of young people with autism to identify where improvements can be made</p> <p>3.5 Planning needs to improve around developing further education opportunities for people with Autism Spectrum Disorder.</p> <p>3.6 Autism Strategy for Stockton.</p>			<p>Teeswide Autism Strategy Group</p>	
<p>4. Implementation of the Learning for Living and Work framework</p>	<p>4.1 A multi-agency framework to support young people with special educational needs and disabilities in their transition to adult life from Year 9 (or earlier) at school in their transition onto their next step through a person centred plan that informs the assessment of options</p>			<p>tbc</p>	

	and provision carried out during the transition planning process. This all combines to inform a robust Section 139A Assessment that identifies the provision that can be made to meet the learner's identified educational and training needs.				
5. Ensure the partnership adopts quality assurance and safeguarding arrangements to sustain high quality provision and progression opportunities for all vulnerable young people in Stockton aged 14 – 19 (age 25 for those LDD)..	<p>5.1 Ensure the Quality framework is used for local Colleges and Training Providers to support the delivery of high quality collaborative provision across Stockton and the Tees Valley for learners with LDD.</p> <p>5.2 Seek advice from Health and Safety Departments to take forward the Health and Safety requirements for vulnerable learners including Learners with Learning Difficulties and/or Disabilities in both local and out of area provision.</p>			Quality Group	<p>November 2011</p> <p>5.1 Quality framework developed in liaison with partners and Stockton LA's H &amp; S Manager, and solicitor. Still to be taken to the Safeguarding Board and the 14 – 19 Partnership for final approval.</p> <p>5.2 TV H &amp; S group set up to take forward H &amp; S requirements for vulnerable learners.</p>
6. Work collaboratively to support Vulnerable young people within Stockton	<p>6.1 Support the actions for Looked after Children in the Care2Work Employability Support Work Plan for Stockton, and move forward with identified improvements including;</p> <ul style="list-style-type: none"> <li>• Identifying, then facilitating a range of employability opportunities for care leavers</li> <li>• Ensure a career planning process is available for looked</li> </ul>			Care2Work group	<p>November 2011</p> <p>Care to Work action plan updates and actions are ongoing.</p>

	<p>after children and care leavers from age 12 – 25 which is evident in the young persons care or pathway plan</p> <ul style="list-style-type: none"> <li>• Young people are involved at a strategic level in the planning, delivery, monitoring and evaluation of employability support services for care leavers</li> <li>• Identify funding sources for opportunities including apprenticeships.</li> <li>• Ensure clear referral and monitoring systems are in place to manage education and employment opportunities for looked after young people</li> <li>• Manage and analyse data on the education employment and training status of looked after and care leavers post 16 to meet the needs.</li> </ul> <p><i>Care2Work was originally a national initiative funded by the then DCSF led by the National Care Advisory Service. Plan is to support local authorities to improve support for children in and from care by providing young people with increased opportunity to develop the necessary employability skills to be successful in the future employment market</i></p> <p>6.2 Work collaboratively for the Education Employment and</p>			<p>Education Employment and Training (EET) clinic</p> <p>Virtual School Post 16 Group</p>	<p>Regular EET clinics take place to identify and offer support for</p>
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	<p>Training (EET) clinic led by IYSS Connexions, which is a multi agency approach to review and monitor individuals in care/leaving care.</p> <p>6.3 Support the Virtual School for LAC/YP in Care Post 16 Working group and Action Plan, including;</p> <ul style="list-style-type: none"> <li>• Improvements to current procedures in line with revised regulations and guidance linked to the Children’s Act 1989</li> <li>• Clear emphasis on educational achievement and IAG to support transition at 14+ and 16+</li> <li>• Virtual Learning environment to be developed to support all aspects of education for looked after young people.</li> <li>• Information sharing within Stockton and Tees Valley contacts to support progression</li> <li>• Use of the Personal Education Plans,</li> <li>• Keep up to date with National and local developments</li> </ul> <p>6.4 Complete mapping exercise and develop an overall action plan for vulnerable groups through the 14 – 19 Officer and IYSS Connexions.</p>			<p>14 – 19 Officer</p> <p>Teenage Pregnancy Partnership</p>	<p>LAC young people, attended by different multi agencies to support transition.</p> <p>6.4 Tees Achieve are supporting x pregnant and x teen parents who are not in education, training or employment offering a bespoke teen parenting programme with functional skills and</p>
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	<p>6.5 Working collaboratively within Stockton with 14 – 19, IYSS Connexions, the Teen Parents Unit and training providers identify Teenage Parents, and develop bespoke provision to meet their requirements to support engagement and progression, and provide additional support where required with childcare and other barriers.</p> <p>6.6 Work with the Teenage Pregnancy Partnership, which is part of a national strategy to reduce teenage pregnancy rates and provide support for young people who are already parents, includes 10 key drivers to the strategy;</p> <ul style="list-style-type: none"> <li>• Strategic Leadership / Teenage Pregnancy Champions</li> <li>• Sex and Relationship Education in and out of schools</li> <li>• Young people friendly contraceptive services</li> <li>• Strong media and communication messages to young people, parents, carers and partners</li> <li>• Workforce development – sexual health and relationship messages</li> <li>• Strong youth service – things to do, places to go</li> <li>• Targeted SRE work with young</li> </ul>			<p>North East Youth Justice Education, Training and Employment ETE group</p> <p>North East Youth Justice Education, Training and Employment ETE group</p>	<p>other personal, social and vocational opportunities.</p>
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	<p>people at risk</p> <ul style="list-style-type: none"> <li>• Strong use of local data</li> <li>• Building aspirations and self esteem</li> <li>• Supporting parents/carers to discuss sexual health and relationships</li> </ul> <p>The Teenage Pregnancy Partnership board through its associated action plan is accountable for driving forward and implementing all 10 key drivers</p> <p>6.7 Attendance at the North East Youth Justice Education, Training and Employment ETE group to support engagement and progression opportunities for young offenders, including supporting provision within the institution, linking to community supervision and progression and participation back in the local area.</p> <p>6.8 Support the Implementation of the ASCL 2009 Young Offender Education Information Pack &amp; Good Practice Guide within Stockton through the North East Youth Justice Education, Training and Employment (ETE) Improvement Group including;</p> <ul style="list-style-type: none"> <li>• Improve the level of young offender engagement through practical steps</li> <li>• Ensure that young offenders</li> </ul>				
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	<p>can access and continue to access local ETE services after their supervision expires</p> <ul style="list-style-type: none"> <li>• Spreading good practice – procedural as well as local innovation in terms of input</li> <li>• Working to recognise and credit activities that support young offenders to improve learning and skills</li> <li>• Provide a regional voice on important policy, practice and procedural developments affecting young people up to the age of 18.</li> <li>• Influence the development of effective practice, policy and protocols to improve the delivery of assessment, planning and supervision</li> <li>• Contribute to the improvement of “end-to-end” sentence management and the critical resettlement process</li> <li>• Improve performance, not just routinely share information.</li> </ul> <p>6. 9 Ensure liaison with other vulnerable groups as appropriate:</p> <ul style="list-style-type: none"> <li>• Emotional Health and Mental Wellbeing Partnership;</li> <li>• Homeless group ;</li> <li>• BME group;</li> <li>• Attendance and Inclusion group;</li> <li>• Substance misuse</li> </ul>			<p>Emotional Health and Mental Wellbeing Partnership ; Accommodation panel ;</p> <p>Support Misuse Implementation Group; Vulnerable Young People Group</p>	
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	<ul style="list-style-type: none"> <li>Vulnerable Young People Group</li> </ul>				
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#### 4. CEIAG

Objectives	Actions	Timescales	Milestones	Resources – funding / sub group	Progress made
1. Identify a structure to support the strategic and operational delivery and development of CEIAG across the borough.	<p>1.1 Agree a sub group from the full 14-19 Partnership to strategically drive the CEIAG agenda across the borough.</p> <p>1.2 All schools to have a designated SLT member and school governor to increase the profile and monitor CEIAG</p> <p>1.3 Discussion through an agenda item at the Head Teacher and Principal's meeting regarding the implementation and changes to Careers Guidance provision from September 2012.</p>	September/October 2011	<p>1.1.i Identify nominated Head teacher as champion to develop ToR and take accountability for delivery of the IAG action plan</p> <p>1.1.ii Review CEIAG forum and membership</p> <p>1.2.i Named persons in place with responsibility</p>		
2. Ensure transfer of statutory responsibility for	2.1 All young people to have access	This academic year	2.1.i Link adviser		

<p>Universal Careers Guidance from Local Authority to schools</p>	<p>through school to impartial and individualised guidance as outlined in the Education Bill 2011.</p> <p>2.2 Implement and monitor the timeline to manage the transfer of statutory responsibility to ensure access to impartial and independent Careers Guidance within a school. (Y9 to Y11)</p> <p>2.3 All schools to have in place an effective programme of Careers Education that can be assessed with reference to the six principles of impartial careers education</p> <p>2.4 Continue to Audit Careers Education against the Statutory Guidance for Impartial Careers Education (ICE) and the 6 principles of good quality impartial careers education</p> <p>2.5 Continue to audit IAG against the National Quality Standards for young peoples IAG in all provision across the borough</p>	<p>December 2011</p> <p>March 2012</p> <p>January each year</p> <p>January 2012</p>	<p>appointed for every school and college</p> <p>2.2.i Progress plan in place</p> <p>2.3.i Careers policy in place</p> <p>2.4.i All schools to audit annually against the six Principles of impartial careers education</p> <p>2.5.i Collation of the findings of the impartial careers education Audit to be cross referenced against the Quality Standards</p> <p>2.5.ii External IAG providers, colleges and WBL providers to audit against the Quality Standards</p>		
<p>3. Increase knowledge and understanding of CE framework and support the effectiveness of careers education programmes via consultancy, development of materials and schemes of work. (CYP IYSS 7a)</p>	<p>3.1 Utilise Impartial Careers Education (ICE) Resource pack distributed to all schools.</p>	<p>September 2011</p>	<p>3.1.i This will be picked up during annual audit</p>		

<p>4. Critically analyse and measure effectiveness of all electronic/web based programmes which inform and help young people make decisions about their future. i.e. Ask Sam, AWP, CAP, Stockton Wall</p>	<p>4.1 Further develop the Area Wide Prospectus (AWP) in Stockton following yearly updates by each institution</p> <p>4.2 All Schools and Colleges to complete the local AWP self assessment tool in order to review progress, improve quality and standards of course information across the borough</p> <p>4.3 Through the sub-regional CEIAG group, support the development of a sub regional prospectus and website portal.</p> <p>4.4 Implement and support the introduction of a common application process to aid in the transition of learners into post 16 learning provision</p> <p>4.5 Develop Stockton Wall in line with agreed actions from analysis</p>	<p>Who will be responsible? Before Summer? (probably earlier)</p>	<p>4.1.i Key Stage 4 courses and all post 16 progression routes including those up to Level 3 included on the AWP.</p> <p>4.3.i Portal developed and available to young people.</p> <p>4.3.ii Ask Sam function available to young people</p>		
<p>5. Support the implementation of the Raising of the Participation Age strategy (RPA) through awareness raising as we move to Full Participation for all up to age 17 in 2013 and 18 in 2015</p>	<p>5.1 Inform young people, parents and carers of the move towards full participation for all learners up to age 18 by 2015 through a variety of formats</p> <p>5.2 Inform young people, parents and carers of the learning routes open to</p>	<p>Autumn term</p>	<p>5.1.i IYSS to distribute literature to schools for all Y11 's &amp; parents/carers.</p> <p>5.1.ii 14-19 to raise awareness of RPA through schools visits and presentations</p>		

	them to, through and beyond the 14-19 learning phase including apprenticeship provision; higher education; employment with training, vocational courses and academic learning routes				
6. IYSS, (formerly Connexions) to reconfigure resources and provide a transitional universal service aimed at those requiring impartial careers education and guidance.	<p>6.1 All young people to have access to an IAG service throughout and beyond this transitional period leading to the duty on schools to secure impartial and independent careers guidance post September 2012</p> <p>6.2 Access to IAG services and independent and impartial careers guidance to be in place by September 2013 to support young people. Carryout an audit of schools intended provision of CEIAG post September 2012. (Do we want another audit in 2013 to review that's in place?)</p> <p>6.3 Provide a targeted service in support of those young people with extensive and longer term needs that will impact on their ability to achieve a successful progression (CYP IYSS 7b)</p>	<p>September 2011</p> <p>April 2013</p> <p>September 2013</p> <p>September 2011</p>	<p>6.1.i Restructure and discreet guidance services team in place.</p> <p>6.2.i Audit to be completed.</p> <p>6.2.ii Audit information used to inform provision to be in place.</p> <p>6.3.i Service restructured with 2 participation teams in place covering 2 geographical areas of Stockton &amp; Billingham / South</p>		
7. Implement information sharing protocols regarding young people in order that careful tracking can take place.	7.1 Early identification of young people, within a school setting, showing signs of disengaging so that supporting action can be taken and reduce barriers to learning	CAF 1 to be fully introduced as a referral document by 1.11.11 to gain targeted support from IYSS (CYP IYSS 7d)	7.1.i Use PNA/ Screening tool or similar arrangements to target those young people in schools needing more support/ referred via		



<p>8. Use a variety of mechanisms to establish the views of young people so that they can be involved in shaping the design, delivery, evaluation and continuous improvement of CEIAG related actions.</p>	<p>8.1 Gain feedback and analyse information/data at various points to feed into an evaluation of the CE/IAG services available. Feedback to include: Tell us what you think; Key Step observations; Telephone Survey; NEET drop out; School Leaver Questionnaire; School / College own evaluation against the 6 Principles of Impartial Careers Education, mystery shopper etc.</p>	<p>January / February annually.</p> <p>Twice per year</p>	<p>8.1.i Y12 survey to be carried out in post-16.</p> <p>8.1.ii "Tell us what you think" questionnaire to be completed.</p> <p>8.1.iii NEET joiner survey "Help us to help you" completed to identify why young people drop out and future requirements.</p>		
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## Appendix A

### Stockton-on-Tees historical data set

Headline data	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
No. of pupils in yr 11 – Stockton No. of pupils in yr 11 – Tees Valley	2512	2430	2321	2205	2186				
Population decline yr 11- Stockton	-2.52%	-3.26%	-4.57%	-4.92%	-0.86%				
English Bacculaureate (National Average)	n/a	n/a	13.3% (15.6%)	15% (xx.x%)					
KS4 Level 2 (inc. E&M) (National Average)	48.4% (47.6%)	49.3% (49.8%)	52.9% (53.4%)	56.8% (xx.x%)					
KS4 Level 1 (inc. E&M) (National Average)	90.9% (87.4%)	91.2% (88.3%)	94.5% (88.7%)	94.8% (xx.x%)					
FSM/non-FSM gap at KS4 (5A*-C inc. E&M)	35.0%	37.1%	38.8%						
SEN/non-SEN gap at KS4 (5A*-C inc. E&M)	51.3%	48.3%	52.0%						
14-19 cohort (LSC predictions)	13,300	13,200	13,100	12,800	12,600	12,400	12,200	12,000	11,700
Progression at 16 (Yr 12): % in ed. & WBL	93%	83.6%	89.8%						
17 yr olds (Yr 13): % in ed. & WBL	79%	72.7%	79.7%						

<b>Headline data</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
NEET 16-18	9.5%	10.5%	11.1%	8.8%					
Teenage mothers 16-19 EET	28%	26%	24%	25%					
Teenage mothers 16-19 unknown	9%	15%	15%	9%					
LLDD 16-19 – EET	79.1%	81.2%	68.6%	70.5%					
NEET	14.4%	12.2%	19.4%	16.8%					
Unknown	5.8%	4.8%	3.7%	3.5%					
Young offenders in ETE: Pre -16	89.8%	94.2%	85.3%	89.2%					
Post-16	61.6%	80.9%	77.3%	79.3%					
19 year old Care Leavers in ETE	80.5%	81.6%	77.8%						
Achieving level 2 by 19 (non FSM)	81%	81%	84%						
Achieving level 2 by 19 (in receipt FSM)	44%	49%	49%						
Level 2 at 19 attainment gap	38%	32%	35%						
Achieving level 3 by 19 (non FSM)	53%	52%	57%						
Achieving level 3 by 19 (in receipt FSM)	18%	17%	20%						
Level 3 at 19 attainment gap	35%	35%	37%						
Apprenticeship starts 16 – 18 residents	652	626	613	393 (qtr 2)					
Success rate: Advanced Apprenticeship	71.8%	74.07%	82.58%						
Success rate: Apprenticeship	75.1%	69.39%	71.39%						
Proportion progressing to HE age 19 and under	858	794	933						



## Strategy taken from:

- Education Bill  
(The importance of Teaching – Schools White Paper)
- Wolf Report  
(Review of Vocational Education)
- Special Educational Needs (SEN) Review  
(Support and aspiration: A new approach to special educational needs and disability – Green Paper)
  - Child Poverty (Tackling the causes of disadvantage and transforming families lives)
  - Social Mobility: (Opening doors; Breaking barriers)
  - Young Peoples Learning Agency (YPLA) Statutory Guidance: (Funding arrangements for 16-19 Education and Training)
- Children's Trust Board
- Children & Young People's Plan
- Business Unit Plans (BUP) 11-19
- 14-19 Thematic Review (Oct 2010)
- 'Planning for Success' 2009-2013
- Not in Education, Employment or Training (NEET) Reduction Strategy
- Learning Difficulties Disabilities Transition Strategy (Revised edition)
- Looked After Children (LAC) Strategy
- Enterprise Strategy 2010-2015
- Children's workforce strategy
- Care2work Action Plan
- Tees Valley Unlimited – Employment, Learning and Skills Framework
- Labour Market Intelligence/ Information
- Ofsted Schedule 2011
- Local Political climate
- Local Budgets