



STRATEGY FOR INCREASING PARTICIPATION IN

Employment, Education and Training



TERRY PIGGOTT, EXECUTIVE DIRECTOR

Foreword



What could be more important than reducing the number of young people not in education, employment or training.

The level of NEET says a lot about what's come before (in secondary education) and what's likely to follow. Fewer young people who are NEET suggests we have:

- devised an appropriate secondary curriculum that motivates all pupils;
- convinced all young people that there is good in them and that they can succeed;
- shown that learning is fun and worthwhile;
- reduced exclusions, absence and truancy;
- provided effective support (learning mentor, personal advisor, lead professionals) for those who need it;
- met the needs of looked after children, disabled youngsters and other disadvantaged groups;
- effective information, advice and guidance in place.

And, looking to the future, having fewer NEET young people contributes to, for instance:

- a more prosperous and cohesive borough.
- crime reduction;
- improvements in health;
- fewer teenage pregnancies;
- more young people achieving their full potential.

So, it's really important to have a coherent strategy to tackle this issue. And here it is!

I commend it to you. I hope you will play a full part in realising the ambition set out in the following pages.

TERRY PIGGOTT
Executive Director

“In almost all respects, the outcomes for children and young people are below the national average. This reflects the impact of the high indices of deprivation. In general terms, children and young people in Rochdale Borough are likely to have higher incidence of ill-health, be living in families with lower than average incomes and be less likely to attain educationally than the national average”.

INTRODUCTION

Context

The Joint Area Review carried out in 2005 confirmed the high levels of deprivation facing children and young people in Rochdale.

However, the review also noted that there was increasing evidence of an improvement in outcomes for Rochdale children and young people. It is within this context that this strategy is being developed to tackle the very real challenges that exist for children and young people within the Borough but also to build on the foundations of good practice, which already exist.

Specifically, it is intended to reduce the numbers of young people who are not in education, employment or training (NEET) through a commitment from Connexions, LSC, Schools, College, Learning Providers, the Local Authority and the Voluntary Sector to work collaboratively to implement strategies to increase participation and progression.

In doing so, this strategy seeks to contribute to the key strategic aims of the Children and Young People’s Plan (2006-2010) through improving the co-ordination of services, raising the aspirations of young people and their families, offering relevant and supportive provision and securing better outcomes and opportunities for young people.

Engagement in learning and educational attainment are integral to enabling young people achieve the five Every Child Matters outcomes. We want young people to:

- **Be Healthy** – behave in a way that enhances their health and well-being;
- **Stay Safe** – be equipped to make informed choices about risk;
- **Enjoy and Achieve** – have a sense of achievement and aspirations for their future;
- **Make a Positive Contribution** – feel valued and respected by their communities and be confident and get involved and make positive contributions;
- **Achieve Economic Well-Being** – have choices about their future and gain the skills they need to enter the labour market.

STRATEGY FOR INCREASING PARTICIPATION **and** **Reducing NEET**



Definition of the NEET group

The NEET group is defined as:

“Young people aged 16-18 who are NOT in Employment, Education or Training”.

Implications of having high NEET

Being NEET is a major predictor of later poor life chances for the individual. Research by the Social Exclusion Unit indicates that young people aged 16-18 who are NEET for a prolonged period are most likely to encounter persistent problems in later life. An investigation of the British Birth Cohort Study has shown that being NEET for six months is likely to mean that by the age of twenty-one someone is:

- more than four times likely to be out of work;
- three times more likely to have depression and mental health issues;
- five times more likely to have a criminal record;
- six times less likely to have any qualifications.

It also has high costs in relation to meeting the economic challenges of the Borough, if the local community cannot meet employment demands.

The issue of NEET therefore cuts across the work of the Health Partnership, the Economic Partnership and the Safer Communities Partnership making it a key priority area for the Local Strategic Partnership and Local Area Agreements.

NEET Targets

'Reducing NEET and implementing the September Guarantee', April 2007 (DfES/Local Authorities), records a 27% point change in the percentage of 16-18 year olds who are NEET since 2004 (based on 9.5% NEET in 2004, 12.1% NEET in 2006.

CURRENT POSITION

Within the NEET cohort there are key target groups which include young people:

- who are being supervised by the Youth Offending Team;
- who are teenage mothers;
- who have a learning difficulty or disability (aged 16-25);
- who were being looked after when they reached the age of 16, who have subsequently left care and are now aged 19;
- who are "not known" – aged 16-18 whose current destination has become out-of-date. A NEET young person must have their destination confirmed every 3 months; if this is not achieved they become lapsed and are counted as "not known".

What we measure is attached as Appendix 1.

Connexions Rochdale report that:

- the annual November 2006 – January 2007 NEET figure achieved in Rochdale was 9.3% (target of 9.7%);
- local NEET figures continue to be reported according to the agreed Greater Manchester model which is essentially based upon residency i.e. young people aged 13-16 are counted in the area where their educational establishment is based and young people post-16 are counted according to residency. All targets and baselines in Greater Manchester were established according to this model;
- the 9.5% quoted above for November 2004 – January 2005 is based upon the Greater Manchester model but the 12.1% quoted for November 2006 – January 2007 is based upon a different recording methodology known as the 'lead area' model in which young people in education post-16 are counted according to the location of their sixth form or college. In Rochdale this means that all the students leaving Rochdale schools and entering provision outside of the borough are taken off the Rochdale cohort, significantly reducing the EET count and exaggerating the NEET percentage (whilst the actual NEET numbers have fallen). The comparison, therefore, is not 'like for like';
- it should also be noted that personal development opportunities were counted in EET in 2004/2005 but for 2006/2007 they are included in NEET.

STRATEGY FOR INCREASING PARTICIPATION **and** Reducing **NEET**



Future Targets

The target is an average percentage for the months November, December and January and an adjusted figure is used.

9%	November 2007 - January 2008	LAA Year 1 Target
8.4%	November 2008 - January 2009	LAA Year 2 Target
7.7%	November 2009 - January 2010	LAA Year 3 Target
7%	November 2010 - January 2011	PSA Target

Despite the improvement evidenced by Connexions data, this still means that almost 1 in 10 young people are NEET. It is important to remember that 'NEET' describes a young person's current activity status and is not the young person him/herself. Nor is it a definable group. Young people who are NEET have a wide range of characteristics; some will be simply between jobs and courses and need help to re-engage, whilst others will have more significant barriers that need to be addressed before further learning can be considered. Of the estimated 1% of 16-18 year olds who are 'long-term NEET', the majority will have become NEET when they dropped out of, or completed, their previous activity.

Key data including township or ward variations

Vulnerable groups by ward who are NEET – figures January and March 2007 are shown at Appendix 2.

A map showing the distribution across the Borough of NEET is attached at Appendix 3.

STRATEGIC OVERVIEW

This strategy has been developed around the 'PIPS' model, building on the essential elements of Prevention, Intervention and Sustainability, but with an additional focus on securing appropriate Provision for learners across the 14-19 phase of learning. The Provision element of the strategy will also address progression pathways from KS3 and the development of the Foundation Learning Tier.

Prevention

Stopping young people becoming NEET means motivating young people while they are still in school and offering attractive and relevant provision post 16.

Rochdale Local Authority will continue to adopt a multi-agency approach to stop young people from becoming NEET, taking into account sharing and building on best local and national practice. Prevention is critical to increasing participation in EET. Key partners will re-design processes and services by:

- undertaking an in-depth analysis of the causes of dissatisfaction and disengagement;
- developing a co-ordinated approach to identification of 'at risk' learners pre and post-16;

- identifying and disseminating best practice in working with 'at risk' people pre and post-16; and
- determining provision needs, advising and supporting personalised learning and curriculum development pre and post-16.

Information, Advice and Guidance (IAG)

IAG national standards are being developed to ensure that the information, advice and guidance young people and their parents/carers receive is both independent and impartial. The standards will apply to the content of individual IAG provision and the providers who deliver it, along with the commissioning body. All partners involved in the delivery of IAG will be expected to sign up to, and work towards, achieving the standards.

Labour Market Information (LMI)

Rochdale Borough Council and its partners will promote the effective use of current local, regional and national LMI i.e. the future job and skills requirements of the economy in the Borough and region, in line with Rochdale Borough Skill and Training Strategy. They will ensure LMI is embedded into the curriculum and individual IAG to inform participation and ensure effective career decision-making. LMI will be disseminated in a way that will be accessible to young people and their families and those who advise them.

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Intervention

Young People (pre or post-16) who are NEET or at risk of becoming NEET will require personalised support to raise aspirations and improve participation. The aim of interventions will be to encourage young people to overcome barriers and enable them to sustain participation. This will ensure that all young people will have an offer of high quality learning or employment on completion of their statutory education thus ensuring the 'September Guarantee' is met. Effective interventions will be based upon best practice and the following essential principles:

- provided by a trained, qualified, competent workforce, committed to effective multi-agency working, delivering services through Virtual Area Teams/ Integrated Youth Support Services. They include, for example, staff in schools, the Connexions Service, colleges, work-based learning providers, the Youth Service, voluntary and community sector organisations, Education Welfare Officers, mentors and others who work with children and young people. Practitioners will be encouraged to be innovative, use practice that works best and be responsive to initiatives and opportunities that enable young people to develop their skills and employability, e.g. EMA (Education Maintenance Allowance), Activity Agreement, Learning Agreements, Care to Learn, PAYP (Positive Activities for Young People). Practitioners will be facilitated in their work by access to multi-agency workforce development opportunities, support and supervision and caseload management;
- needs assessment based upon contemporary and reliable data, which identifies those most at risk, particularly those in vulnerable groups e.g. LDD (Learning Difficulties and Disabilities), LAC (Looked After Children), young offenders and teenage parents. The needs assessment will enable the prioritisation of resources to ensure timely and targeted interventions for those most at risk. Interventions will seek to provide continuity of support from appropriate services for children, young people and their families enabling preventative strategies to be implemented. Holistic, individual needs/risk assessment, where appropriate, will refer to the Threshold Model as part of the Common Assessment Framework (CAF);
- effective referrals between agencies will be robust and with clear accountability, e.g. through the lead professional. All relevant parties who can support the interventions will be encouraged to participate, e.g. other workers, parents and carers. This will be particularly important at key transition points, for example referrals to adult support agencies. Referrals will be underpinned by appropriate information sharing agreements/protocols that enable effective partnership working and recognise the rights of children and young people whilst protecting them. All organisations will ensure interventions conform to the Rochdale Borough Children and Young People Safeguarding Board standards and protocols;
- tracking and follow-up to monitor individual progress and to provide ongoing support where there is a risk of 'dropping out'. Tracking will also provide evidence and data on participation levels and feedback on the quality of provision;
- interventions will be independent and impartial, building upon best practice in advocacy, brokerage and guidance. They will be quality assured, for example through assessment of their practice, and conform to nationally recognised quality IAG standards.

Provision

Partners will work collaboratively to ensure that every young person is able to undertake a programme of learning that is engaging, valuable, governed by choice, flexible, accessible and that is appropriate to their needs. This means that there must be a full range of learner pathways with appropriate courses available, whether theoretical, applied or occupationally specific, at appropriate levels of difficulty and challenge.

A flexible curriculum

A flexible and responsive curriculum will be developed to support individual aptitudes and aspirations, based on 'pace, place and preference'. This will be supported by alignments of timetables, funding and transport arrangements across consortia for delivery of provision away from a learner's 'home' school/provider.

Aligning provision

Provision needs to be planned and available in line with demand and requirements. Inadequacies in the provision available and to be commissioned will be challenged. Young people, their parents and their advisers will be provided, at an early stage in their transition planning, with information on the specific opportunities open to them, enabling them to make informed decisions and early applications thus reducing their risk of becoming NEET. This will be supported by the September Guarantee initiative for Y11 leavers. In so doing, particular attention will be paid to the needs of young people with learning difficulties or disabilities (LDD) and to those identified as at risk of disengagement.

Removing barriers to learning

Rochdale's commitment to a coherent Foundation Learning Tier, with clear progression pathways and underpinned by integrated support services, will be developed. This will help young people who have particular barriers to participation to engage in learning and will include entry level, numeracy and literacy programmes to support young people unlikely to reach level 2.

Sustainability

This is about helping young people, especially those with a history of 'dropping out' to tackle any obstacles to their engagement so that they don't return to NEET. It means offering continuing support to young people and providers. Integrated Youth Support Services and Targeted Youth Support will be key initiatives to ensuring that the right support is given to the right young people.

STRATEGY FOR INCREASING PARTICIPATION **and** **Reducing NEET**



CONTEXT OF WIDER STRATEGIES

14-19 Reform

The 14-19 Education and Skills White Paper, February 2005, and the subsequent 14-19 Implementation Plan put Rochdale Local Authority, through its Children's Trust, at the heart of delivering the new 14-19 Entitlement and in leading collaboration with the Learning and Skills Council and with schools, colleges, training providers, employers and universities. The Education and Inspections Bill recognises this new strategic role for the Local Authority by including a new statutory duty to ensure there is sufficient provision to meet demand for the new diplomas from 14-16 year old young people. There is a similar duty on the Learning and Skills Council in relation to 16-19 year olds.

14-19 Reform is also addressing eight quantitative National Progress Check Indicators to transform learning across Rochdale Local Authority. In particular, the percentage increase in the number of young people participating in education and training; a reduction in the proportion of 16-18 year olds who are NEET; the increase in the percentage of young people completing an apprenticeship and others that relate to progression through the qualification framework and achievement at Level 2 and Level 3 by age 19. Progress is monitored by seven qualitative National Progress Check Indicators. These relate to collaborative arrangements, provision, employer engagement, preparedness of workforce, facilities and Information, Advice and Guidance.

Building Schools for the Future (BSF)

Rochdale has successfully secured funding for 'Wave 4' of the Government's Building Schools for the Future programme. This investment will bring in excess of £163m to transform secondary school provision from 2009/10 – 2012/14 across the Borough, fit for 21st century learning. The Educational Vision is to (amongst others):

- secure a pattern of education which better meets pupil needs;
- provide a breadth of provision, with different types of provision and specialism across the Borough;
- secure excellent teaching and learning in every school based on the knowledge of individual pupils helping all achieve their potential;
- offer more flexible provision within communities with facilities to enable all schools to become extended schools;
- tackle pupil underperformance;
- bring about a step change in behaviour and attendance giving better chances to students, but also reducing crime and anti-social behaviour;
- enhance provision for pupils with behavioural difficulties with some resourced provision in mainstream learning centres.

Post-16 Education

The reform of post-16 education and training is critical to the success and prosperity of Rochdale.

As a result of a Post-16 Competition that began in September 2006 the Learning and Skills Council gave the go-ahead, in May 2007, to proposals to transform education for 16 to 19 year olds in Rochdale. Plans submitted by the Rochdale Education Partnership include the building of a centrally located, new sixth-form college and the development of Hopwood Hall College as a Vocational Centre, delivering the new diplomas and providing work-based learning opportunities. The new college is expected to open in September 2010.

The Rochdale Education Partnership expects to increase the number of students staying in the borough for their post-16 education.

Regeneration: Kingsway – A New Landscape for Business

Kingsway is a £350million business focused on mixed-use development of 170 hectare gross area, with a 115 hectare net developable area. The site lies immediately adjacent to Junction 21 of the M62 motorway and is located within the borough of Rochdale.

Kingsway Business Park is one of the largest developments of its kind and is predicted to create over 7,250 jobs over the next 10 to 15 years. It will be a modern, attractive and exciting place to work and is expected to attract a wide range of companies who, in turn, will be recruiting employees to quality jobs that will include manufacturing, distribution, hospitality and office positions at all levels.

Kingsway Recruitment Team has been set up to help Rochdale residents take advantage of all the new job opportunities.

A Community Engagement Task Group has been established to ensure activities and prospects engage young people.

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ACCOUNTABILITY AND SCRUTINY

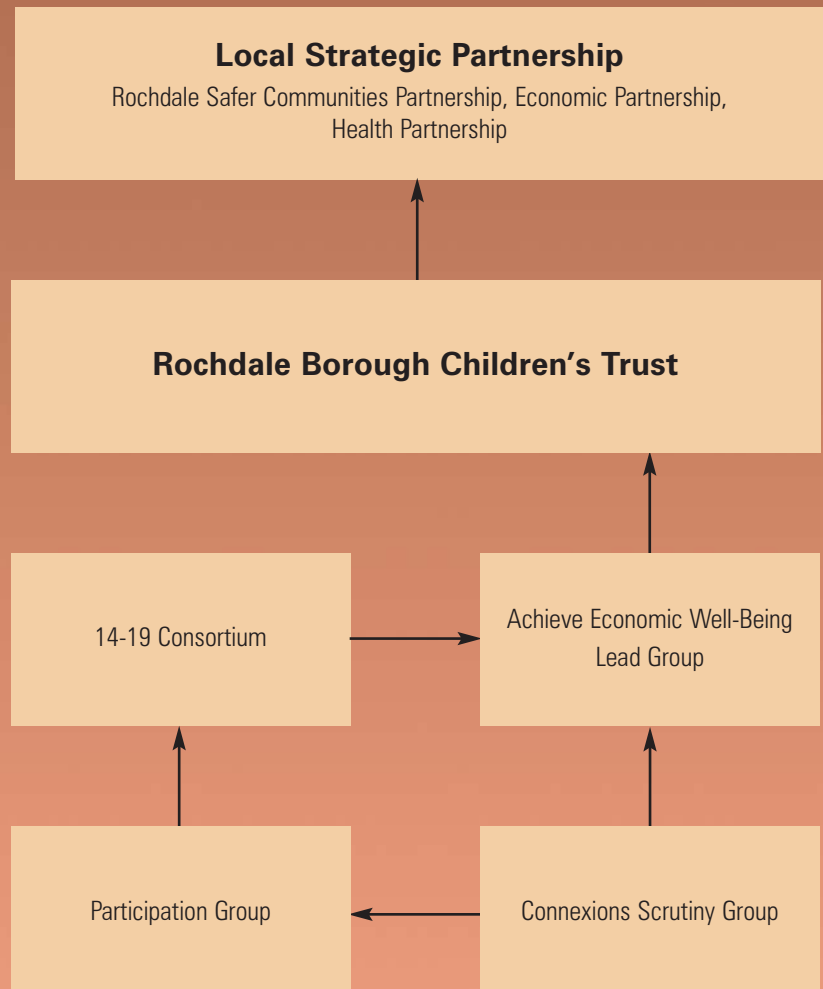
The NEET target is a Local Authority target and, as such, the accountability for achieving it will sit ultimately with the Children's Trust.

The 14-19 Participation Group will undertake the detailed monitoring of the NEET action plan and progress will be regularly reported to the 14-19 consortium and the Economic Well-Being sub-group of the Children's Trust.

All partners involved in the delivery of the Increasing Participation and Reducing NEET action plan will be accountable to the Children's Trust for their contribution to reducing NEET.

The Connexions Service is a key organisation in helping to reduce the number of NEET in the Borough. Arrangements will be in place to monitor and structure the Connexions contribution to NEET reductions. This will be undertaken by the Connexions Scrutiny Group who will report to the Children's Trust via the Economic Well-Being sub-group of the Children's Trust.

The diagram below sets of the arrangements for accountability and scrutiny.



Appendix 1

What we measure

In order to establish who is in the NEET group it is important that we are clear who is counted as NEET and who is not:

- young people who are classed as EET are those young people in Education, Employment and Training including college, school, part-time employment and modern apprenticeships;
- NEET young people (for the purpose of the NEET target) are young people aged 16-18 who are not in any form of employment, education or training and include those young people who are participating in full or part-time development opportunities e.g. Princes Trust, Millennium Volunteers and similar locally funded projects;
- the following are not counted as EET or NEET – young people in custody; asylum seekers not yet granted asylum or extended leave; young people whose current situation is not known; young people who cannot be contacted and young people who have refused to disclose activity;
- NEET figures are reported locally according to the agreed Greater Manchester model which is essentially based upon residency i.e. young people aged 13-16 are counted in the area where their educational establishment is based and young people post-16 are counted based according to residency. All targets and baselines in Greater Manchester were established according to this model.

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Appendix 2

Vulnerable Groups by Ward who are NEET Figures January and March 2007

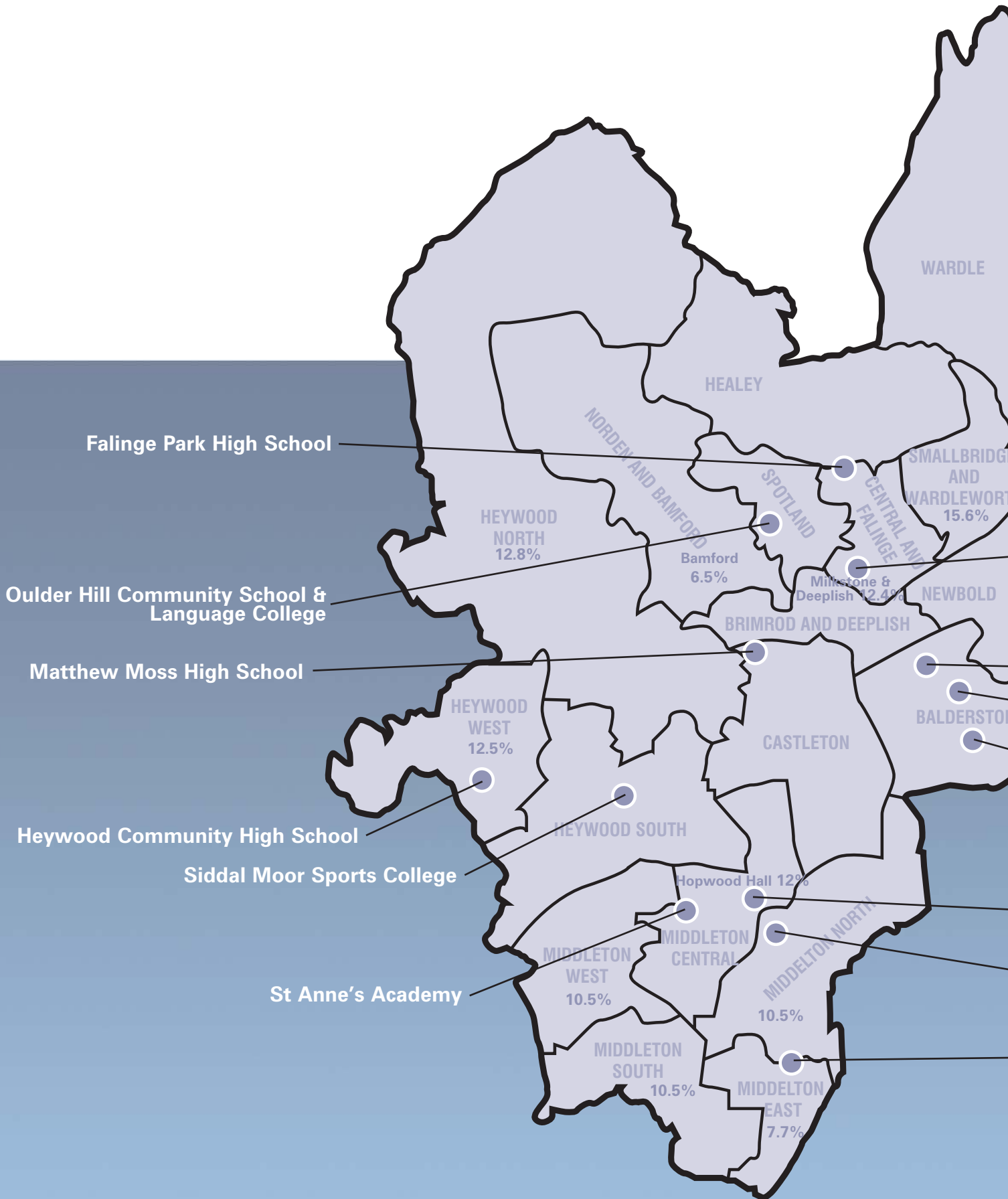
	Jan-07 16-19 Teenage Mums		Mar-07 16-19 Teenage Mums		Jan-07 19+ Care Leavers		Jan-07 19+ Care Leavers	
	Avail	Not	Avail	Not	Avail	Not	Avail	Not
Balderstone & Kirkholt	1	17	1	17	0	0	0	0
Bamford	0	3	0	4	0	0	0	0
Castleton	0	3	0	7	0	0	0	0
Central Rochdale	1	2	0	3	0	0	1	0
East Middleton	0	3	1	2	0	1	0	0
Healey	0	1	0	2	0	0	0	0
Hopwood Hall	1	4	0	6	0	0	1	0
Kingsway	1	8	0	7	1	0	0	0
Littleborough & Lakeside	0	0	0	1	0	0	0	0
Milkstone & Deeplish	1	10	0	6	0	1	0	0
Milnrow & Newhey	0	2	0	2	0	0	0	0
Norden	0	1	1	0	0	0	0	0
North Heywood	0	6	0	2	0	1	0	0
North Middleton	0	4	0	6	0	0	0	1
Smallbridge & Firgrove	1	10	1	22	0	0	0	0
South Middleton	0	1	0	2	0	0	0	0
Spotland & Falinge	1	12	2	10	0	0	0	0
Wardle & West Littleborough	0	5	0	4	0	1	0	0
West Heywood	1	14	0	11	0	0	0	1
West Middleton	1	12	2	10	0	0	1	0

	Jan-7 16-19 LDD		Mar-07 16-19 LDD		Jan-07 16-18 YOT		Mar-07 16-18 YOT	
	Avail	Not	Avail	Not	Avail	Not	Avail	Not
Balderstone & Kirkholt	4	0	4	0	3	0	0	1
Bamford	2	0	0	0	1	0	0	0
Castleton	1	1	3	1	2	0	0	0
Central Rochdale	0	3	5	3	2	0	1	0
East Middleton	2	3	3	2	0	1	0	0
Healey	1	0	1	0	2	0	0	0
Hopwood Hall	2	0	2	0	2	0	1	0
Kingsway	4	0	7	2	4	0	1	0
Littleborough & Lakeside	2	0	2	0	0	0	0	0
Milkstone & Deeplish	0	1	2	2	6	0	0	1
Milnrow & Newhey	1	2	0	2	2	0	0	0
Norden	0	0	0	0	0	0	0	0
North Heywood	4	0	3	1	3	1	1	0
North Middleton	1	1	2	1	1	0	1	0
Smallbridge & Firgrove	4	2	3	3	6	1	1	1
South Middleton	2	0	4	0	2	0	1	0
Spotland & Falinge	3	1	5	1	3	1	1	1
Wardle & West Littleborough	2	0	1	0	1	1	0	0
West Heywood	1	3	3	1	1	1	0	1
West Middleton	3	2	5	1	2	0	0	0

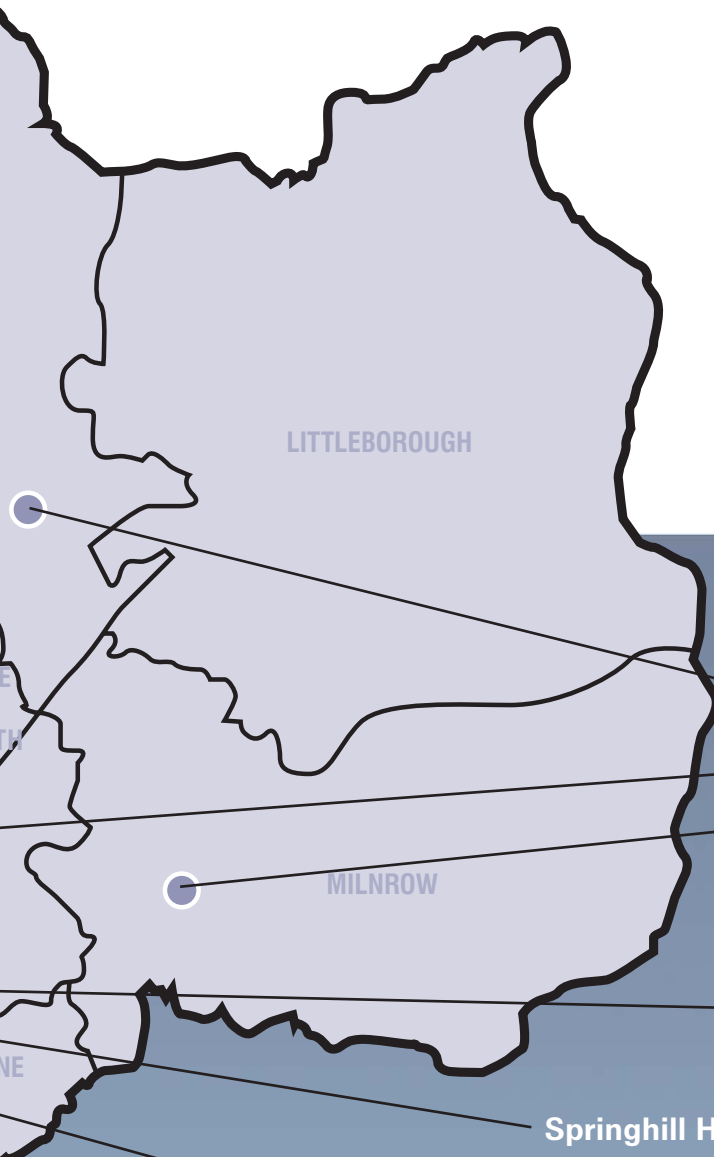
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	Jan-07 16-24		Mar-07 16-24	
	Substance Misuse		Substance Misuse	
	Avail	Not	Avail	Not
Balderstone & Kirkholt	0	0	0	1
Bamford	0	0	0	0
Castleton	0	0	0	0
Central Rochdale	3	0	2	0
East Middleton	0	0	1	0
Healey	1	0	2	0
Hopwood Hall	0	0	2	0
Kingsway	1	0	1	0
Littleborough & Lakeside	2	0	0	0
Milkstone & Deeplish	4	0	7	0
Milnrow & Newhey	0	0	0	0
Norden	0	0	0	0
North Heywood	2	1	0	0
North Middleton	0	0	0	0
Smallbridge & Firgrove	2	0	2	0
South Middleton	1	0	0	0
Spotland & Falinge	1	0	1	0
Wardle & West Littleborough	1	0	0	0
West Heywood	2	0	2	0
West Middleton	0	1	1	1



Ward Codes 2007



- Wardle High School
- Hopwood Hall College (Centre)
- Hollingworth Business & Enterprise College
- Balderstone Technology College
- Springhill High School
- St Cuthbert's RC High School

- Hopwood Hall College (Middleton)
- Cardinal Langley RC High School
- Middleton Technology School

**Percent shows
'hot spot' wards**

Figures correct as of June 2007

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Objective

- 1 To have a needs assessment and data analysis to identify cohorts of young people who are 'at risk' of not participating to address underlying issues and influence service provision, ensuring it is truly inclusive including:
- pre-16 years identified by school staff and/or other agencies;
 - new arrivals to the Borough and excluded pupils;
 - vulnerable groups;
 - areas/wards with high numbers of young people who are NEET.

Action

- September Guarantee Assessment form is completed by staff in schools to identify Yr11 pupils at risk.
- Progress of 'at risk' Yr11 pupils closely monitored by school and Connexions staff via agreed protocols.
- Agreed the extent of the mismatch between supply of apprenticeship places and demand and commission places to fill any shortfall.
- Provide specific activities and learning opportunities available to engage 'at risk' cohort, including poor and non-attenders, young people with LDD, young parents, care leavers, young offenders, BME groups.

Targets and Milestone(s)

- Annual (Nov 07) report on progress towards September Guarantee.
- All schools to have implemented the Guarantee by Nov 07.
- Quarterly – improved figures for engaging vulnerable groups.
- Quarterly – views of young people sought on provision available.
- All young people seeking an apprenticeship can access a suitable place within 3 months of their request across Greater Manchester.
- All young people who are NEET for more than four months must have access to a suitable development opportunity.
- The take-up rate of development opportunities is 80% of those eligible and completion rate is 60% of those who take up the offer.

THEME ONE PREVENTION



Resources

Local Authority
LSC
Connexions
Other Agencies

Responsibility Lead Role and Monitoring

Connexions
Schools
14-19 Consortium
LSC

Connexions

All providers
Connexions

LSC

LSC (provide provision)
Connexions (facilitate)

Connexions
LSC
External funding

Connexions
14-19 Core Team

Connexions
LSC
External Funding

Connexions
All providers

	Objective	Action	Targets and Milestone(s)
2	Ensure understanding and implementation by all partners, particularly schools, of the 'September Guarantee' requirements.	<ul style="list-style-type: none"> Facilitate and support earlier Connexions intervention and guidance appointments provided to vulnerable young people across the Borough. All Yr11 leavers are guaranteed an appropriate place in learning/training, including E2E opportunities. Significant gaps in provision, informed by LMI, identified and addressed. 	<ul style="list-style-type: none"> Partnership to agree to implementation. Connexions data report against 'September Guarantee' shows that all relevant young people received an appropriate offer. Jan 08 – 90% offers taken up by Yr11 cohort. September 08 – new provision commissioned.
3	Provide comprehensive information to providers about SEN/LDD learners to enable appropriate support to be put in place.	<ul style="list-style-type: none"> Specialists work with young people to offer appropriate and timely support to prevent them becoming NEET. Providers and FE receive S140s with application form. 	<ul style="list-style-type: none"> All young people have a timely S140 assessment. Providers report that additional information is helpful in enabling them to make reasonable adjustments.
4	Raise the profile of work-based pathways into HE and employment.	<ul style="list-style-type: none"> Develop a joint marketing strategy with all providers. Presentations given in schools regarding vocational options and a teachers' guide disseminated to all schools. Role out taster days with WBLP for year 9, 10 and 11 students. 	<ul style="list-style-type: none"> Shared marketing strategy agreed and in place by Jan 08. All secondary schools to have the opportunity to receive at least one presentation on pathways to HE and employment. All Year 9, 10 and 11 students have access to at least one taster day.

THEME ONE PREVENTION



Resources

Partners existing budgets.

LSC funding
Connexions to facilitate

LSC

Partners existing budgets

Partners existing budgets.

14-19 Core Team

External funding

Responsibility Lead Role and Monitoring

All partnership stakeholders

Connexions

14-19 Participation Manager
Connexions
LSC
Schools
All post-16 providers

Connexions
Schools

Connexions
Schools

WBLP
Connexions
Schools
14-19 Core Team
14-19 Core Team

WBL providers

Objective	Action	Targets and Milestone(s)
5 Improve the information available on plans, pathways and destinations of all young people.	<ul style="list-style-type: none"> • Provide vocational experience to young people. • 14-19 'Road Show' for young people and teaching staff explaining options and pathways at KS4. 	<ul style="list-style-type: none"> • WBLP reports access to all secondary phase schools. • Yr9 and Yr11 DVDs distributed to all schools.
5 Improve the information available on plans, pathways and destinations of all young people.	<ul style="list-style-type: none"> • Establish process and protocols to enable all providers to inform Connexions of offers made to young people, acceptances and enrolments. 	<ul style="list-style-type: none"> • Notification mechanism in place in line with LSC requirement.
6 Develop a 'travel entitlement' that will enable young people to access provision off site.	<ul style="list-style-type: none"> • Review existing travel provision patterns and identify gaps. • Consult on requirement for transport. 	<ul style="list-style-type: none"> • Transport policy established in Jan 08.
7 Investigate the feasibility of roll-on roll-off academic/vocational programmes currently constrained by academic calendar.	<ul style="list-style-type: none"> • Run a pilot to investigate the scope of roll-on roll-off programmes. • Create pathways with access at key times (i.e. half terms, Nov-Jan) to ensure hard to re-engage young people are participating. 	<ul style="list-style-type: none"> • Pilot reports April 2008. • Framework agreed with providers summer 2008.
8 Provide and encourage young people to participate in positive activities including volunteering to build confidence, self-esteem and employability skills.	<ul style="list-style-type: none"> • Develop a multi-agency access point for information about volunteering and positive activities. 	<ul style="list-style-type: none"> • The number of hits on the information website increases by 10% a year. • Evaluation of young people's views shows increase in positive attitudes and approaches.

THEME ONE PREVENTION



Resources

LSC
External funding
14-19 Core Team

Responsibility Lead Role and Monitoring

WBL providers
Schools
14-19 Core Team
14-19 Core Team

Partners existing budgets.

All providers
LSC
Connexions

Local Authority
LSC

LA
LSC
14-19 Core Team

LIDF

LA
College
Schools

External funding

All providers
14-19 Participation Group

Existing resources
LIDF

LA
Schools
College
Other agencies

SUCCESS CRITERIA

- All young people have an appropriate offer through the September Guarantee, take up that offer and are successful in their work.
- Young people demonstrate an increased understanding of available, appropriate provision, including work-based learning.
- There is a comprehensive database of positive activities accessible to all young people which is up-to-date and easy to access.
- Young people are able to access appropriate provision without barriers due to transport limitations.
- All Yr9 and Yr11 young people have viewed local WBL DVD.
- Survey information shows that all young people understand relevant pathways to education, employment and training.

	Objective	Action	Targets and Milestone(s)
1	Ensure that partners understand their responsibilities to deliver specific actions and to share good practice through meetings, partnership agreements, information sharing agreements and joint IAG planners.	<ul style="list-style-type: none"> • Consult on and seek sign up to NEETs strategy. • Confirm agreement sharing protocols. • Jointly agreed IAG planners completed. 	<ul style="list-style-type: none"> • Signed partnership agreements in place by Dec 07. • December 07 – local protocols for sharing data established. • October 07 – jointly agreed IAG planners completed.
2	Ensure all partners commit resources for NEET interventions sufficient to identify, support and engage young people in order for them to achieve.	<ul style="list-style-type: none"> • Develop a shared strategy to co-ordinate identification of NEET young people. • Develop shared approaches to providing personalised learning. • Publish clear processes to signpost young people to agencies and providers • Provide specialist advice and support on transition. 	<ul style="list-style-type: none"> • All stakeholders to provide action plans which demonstrate their contribution to reducing the number of NEETs – Nov 07. • Retention rates in provision increase year on year for all providers. • Monitoring of inter-agency referrals shows annual increase in relevant referrals. • All young people who are NEET or at risk of becoming NEET have access within one working week to mentor or PA support.
3	Develop an IAG strategy that includes NEET issues and national standards for partners to sign up and commit to self-assessment and review.	<ul style="list-style-type: none"> • Review standards for IAG in light of national guidance. • Develop criteria and processes to monitor provision and delivery. • IAG to address the need for supporting school-based staff to deliver strategy. 	<ul style="list-style-type: none"> • IAG strategy completed by Jan 08. • 14-19 Core Team. • 14-19 Core Team.

INTERVENTION Pre and Post-16



Resources

Connexions

Connexions
14-19 Core Team
Connexions

Partners core funding

Partners core funding

Partners core funding

Connexions
Schools
14-19 core Team

14-19 Core Team

14-19 Core Team

14-19 Core Team

Responsibility Lead Role and Monitoring

Connexions

Connexions
14-19 Core Team
Connexions

Connexions
14-19 Core Team

All providers
Schools
Connexions
14-19 Core Team
Referral agencies
Connexions

Connexions
Schools
14-19 Core Team

IAG Strategy Group
14-19 Core Team
Connexions

IAG Strategy Group
14-19 Core Team
Connexions

IAG Strategy Group
14-19 Core Team
Connexions

4 Objective
Interventions are provided by partners in settings and styles appropriate to the need of young people both pre and post-16.

Action

- Review and report on current pattern of interventions and their locations.
- Consult with young people on preferences and definitions of 'young-people friendly' service delivery.

Targets and Milestone(s)

- The number of points of access for support increases within each Township.
- Follow-up consultation with young people annually shows increased ease of access and satisfaction of provision.
- The average time a young person is NEET reduces by 5% a year.
- Partner reports include evidence of number of interventions complete and outcomes show a year on year improvement.

INTERVENTION Pre and Post-16



Resources

Partners core funding

Connexions
All providers

Connexions

Providers core funding

Responsibility Lead Role and Monitoring

Connexions
All partners

Connexions
All providers

Connexions

All providers

SUCCESS CRITERIA

- Accountability is recognised by key partners and demonstrated in written agreements and agreed reporting processes.
- Stakeholders report improved communication processes.
- There is an agreed multi-agency approach to tackling NEETs.
- There are effective referral protocols agreed between partners based on common core information.
- Improved practice is seen and described in reports following audit and inspection activity.
- The information, advice and guidance that young people and their parents/carers receive is both independent and impartial.
- Interventions to ensure seamless transition through, and between, learning opportunities.

Annual targets, as produced by Connexions, have been set as follows.

November 2006 – January 2007 target	9.7% (achieved 9.3%)
November 2007 – January 2008 LAA Yr 1 target	9.0%
November 2008 – January 2009 LAA Yr 2 target	8.4%
November 2009 – January 2010 LAA Yr 3 target	7.7%
November 2010 – January 2011 Target (PSA)	7.0%

	Objective	Action	Targets and Milestone(s)
1	Develop a coherent curriculum offer of diplomas at KS4.	<ul style="list-style-type: none"> • Borough-wide agreement on curriculum offer with phased access to diploma lines. • Agreed LA strategic rollout of diplomas. 	<ul style="list-style-type: none"> • Sept 07 – agreement on application for Diploma Gateway 2. • Oct 07 – agreement on phased application for subsequent Gateways. • Sept 08 – first delivery of 2 diploma lines in Middleton consortium.
2	Ensure coherence and development of broad curriculum offer at KS4 to include vocational options and non-diploma awards in line with secondary review.	<ul style="list-style-type: none"> • Provide access to NVQs, BTEC awards, Young Apprenticeships and other vocational qualifications available to appropriate learners. • Monitor uptake and retention of alternative curriculum offer and evaluate its impact. • Develop revised secondary curriculum leading to delivery of new GCSEs 2009/10. 	<ul style="list-style-type: none"> • Sept 07 – curriculum offer in place (Yr10s accessing collaborative vocational provision; Yr11s completing programmes through IFP). • Sept 08 – funding identified to continue offer of vocational programme. • Ongoing development of secondary curriculum.
3	Develop access to appropriate alternative/off-site provision for KS4 for identified learners.	<ul style="list-style-type: none"> • Establish Borough-wide directory of alternative provision available, delivered by LA approved providers. 	<ul style="list-style-type: none"> • Jan 08 – directory of opportunities in place. • Jan 08 – QA monitoring agreements in place with providers.

THEME THREE PROVISION



Resources

Cross-Borough writing teams supported through LIDF

£30,000 for Cat 2 submissions

Capital funding for Cat 2 submissions (Middleton only)

Increased Flexibility Programme (cohort 5, Yr2)
Young Apprenticeships

Dedicated Schools Grant

Partners Core Funding

14-19 LIDF
DSG for 14-16 options

KS4 re-engagement funding
Headways

Responsibility Lead Role and Monitoring

14-19 Core Team

Diploma writing teams

14-19 Core Team
RASH
BSF
Rochdale Education Partnership

14-19 Core Team
14-19 Participation Manager
Schools

14-19 Core Team
LSC

LA
Schools
LA
Schools

14-19 DM
Consortium co-ordinators

KS 4 managers

	Objective	Action	Targets and Milestone(s)
4	Identify and disseminate best practice in literacy/numeracy support at KS4.	<ul style="list-style-type: none"> High quality teaching and learning resources developed and available across the Borough. Develop and deliver a programme of training support. 	<ul style="list-style-type: none"> Jan 08 – resources available and training programme developed for schools.
5	Develop the Foundation Learning Tier for all learners aged 14-19, learning at below Level 2.	<ul style="list-style-type: none"> Review current provision of personalised programmes at entry level and Level 1 against need for functional skills, personal learning, with clear progression pathways at Level 2 where appropriate. Make any necessary additional provision and publish as a clear and coherent package. 	<ul style="list-style-type: none"> Sept 07 – clarity of new units and qualifications in line with credit-based system. Jan 08 – progression pathways identified.
6	Support schools to ensure appropriate pathways to 14-19 curriculum are identified in line with secondary review.	<ul style="list-style-type: none"> All young people to receive appropriate guidance and support about provision as part of the options process. See Action Plan Theme 1. 	<ul style="list-style-type: none"> Jan 08 – schools to have informed or have planned to inform Yr9 students of all provision.
7	There is a fully appropriate inclusive and coherent post-16 curriculum offer across the Borough, providing progression pathways into HE and employment and including work-based routes.	<ul style="list-style-type: none"> Define the scope of the offer in line with local, regional and national expectations and in consultation with young people. Put in place processes to enable a clear curriculum offer to be available to all young people – November 07. Review provision to ensure it meets the needs of LDD and target groups of young people. 	<ul style="list-style-type: none"> July 07 – Curriculum Planning Group* established. Sept 2010 – post-16 provision reconfigured across the Borough and linked with outcomes of BSF. Provision in place for LDD and target groups of young people.

PROVISION



Resources

NEETs hotspot funding

LA mainstream funding
DSF for 14-16 alternative provision

Partners' core funding

Responsibility Lead Role and Monitoring

14-19 Participation Manager
KS4 managers

In-school literacy/
numeracy advisor (TARA)
Secondary strategies leads – SIOs

14-19 Core Group
KS4 curriculum managers
Post-16 providers
LSC

Partners' core funding

14-19 Core Group
KS3/4 curriculum managers

Partners' core funding

14-19 Consortium members
/sub-groups

Capital funding for Hopwood Hall
College.

Capital funding for 6th Form
College, Academy and post-16
provision at MTS.

BSF funding

All providers

SUCCESS CRITERIA

- The curriculum offer with the Borough includes Diploma at Key Stage 4 in line with the development programme.
- Young people see the curriculum offer as a clear and coherent way to their long-term economic well-being.
- There is specialist provision available for all young people who have need of it.

	Objective	Action	Targets and Milestone(s)
1	There are robust systems in place to monitor and track young people throughout the system.	<ul style="list-style-type: none"> Review and strengthen as necessary processes to ensure that early leavers are quickly identified, contacted and alternative options explored. Provide additional and timely support targeted at young people when they most need it. 	<ul style="list-style-type: none"> Monthly – lower NEET figure aiming towards 7% NEET reduction in 2010. Monthly – low Not Known figure. Improved National Progress Check result. Annual (Jan) LAA targets met.
2	There is a process for identification and referral of young people due to complete training/FTE without progression plans.	<ul style="list-style-type: none"> Review and improve guidance and support for learners before they leave an opportunity. Establish standards for clear identification and referral processes for young people leaving provision. 	<ul style="list-style-type: none"> All young people leaving training have an 'exit interview' or follow-up within 3 weeks of leaving provision. 50% of young people leaving a training place before formal completion move into alternative EET.
3	Tracking of Yr11 (07) leavers for (at least) one year is established to provide retention/drop-out information in line with proposed National Progression Measures.	<ul style="list-style-type: none"> Develop and agree tracking protocols including exchange of information. 	<ul style="list-style-type: none"> Sept 07 – system for tracking in place. Sept 08 – data analysed and shared.
4	All young people at risk of dropping out should have access to support from a lead professional.	<ul style="list-style-type: none"> Agree a definition of the role of lead professional. Agree referral criteria and processes. 	<ul style="list-style-type: none"> Named lead professionals identified for NEET cohort.
5	Develop a good understanding of young people who drop out to establish reasons for dropping out, barriers to learning and additional support needs.	<ul style="list-style-type: none"> Develop a toolkit to assess and evaluate factors behind drop-out and poor retention levels. 	<ul style="list-style-type: none"> Drop-out rates reduce at individual provider level and at whole-Borough level by 5% a year.

SUSTAINABILITY



Resources

Connexions
Schools

Responsibility Lead Role and Monitoring

Connexions
Schools

Partners core funding

Connexions
Schools
All providers

Partners core funding

Post-16 providers
Connexions

Connexions

Connexions

Existing budgets
External funding

Connexions

Existing budgets

CSF multi-agency teams
Connexions

LIDF

14-19 Core Team
Post-16 Providers
LSC

	Objective	Action	Targets and Milestone(s)
6	Awareness of all providers of support services available and how to access them is thorough and comprehensive.	<ul style="list-style-type: none"> • Collate and publish information on support services and access to them. 	<ul style="list-style-type: none"> • Directory of support services available to all providers by March 2008.
7	Increase the engagement of 'hard to reach' groups.	<ul style="list-style-type: none"> • Provide targeted events in geographical areas and with 'hard to reach' groups to promote options and encourage engagement. 	<ul style="list-style-type: none"> • Timetable of events agreed by December 08.
8	Support the role of schools in the prevention of NEETs.	<ul style="list-style-type: none"> • Establish a nominated NEET champion in each school. 	<ul style="list-style-type: none"> • Role and responsibilities of NEET champion agreed by schools Dec 08.

SUSTAINABILITY



Resources

Existing budgets

**Responsibility
Lead Role and Monitoring**

CSF
14-19 Core Team

LIDF

14-19 Core Team
Connexions

Existing budgets.

14-19 Core Team
Schools

SUCCESS CRITERIA

- There is seamless progression to an opportunity of learners choice for young people who leave a placement.
- There is full and detailed information to identify retention issues and hotspots where retention is below the Borough average.
- There is improved support and co-ordination of services available to NEET young people through access to a lead professional where appropriate.
- There is improved awareness and increased access to a range of support services for employers and for young people.
- All schools/agencies aware of nominated 'Champion' in each establishment.





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