

Education Scrutiny Committee

Meeting to be held on Tuesday 24 March 2015

Electoral Division affected: All
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Provision of Information and Guidance (IAG) to Young People

Contact for further information:

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Executive Summary

The report provides the background to the current position regarding information and guidance (IAG) across schools and also the services provided to targeted vulnerable groups.

Recommendation

Education Scrutiny Committee is asked to receive the report, give its views and receive further reports as appropriate.

Background

Statutory Guidance issued by the Department for Education published in March 2012 (and updated in March 2013 and April 2014) placed a statutory duty on schools that requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

The school should have a strategy for advice and guidance which includes the following points;

- Schools should provide sustained contacts with employers, mentors and coaches who can inspire pupils with a sense of what they can achieve and help them understand how to make this a reality.

- Schools should have a strategy for the advice and guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils rather than an ad-hoc set of activities. This should reflect the school's ethos and meet the needs of all pupils.
- Schools should provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors. Schools should also consider the needs of pupils who require more sustained or intensive support before they are ready to make career decisions. High quality mentoring can be an important part of delivering against the duty.
- Online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However schools should note that website access is not sufficient in itself to meet the statutory duty.
- Schools can retain in-house arrangements for providing advice and guidance to pupils, but these in themselves are insufficient to meet the duty. In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.
- Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Targeted Support for vulnerable and disadvantaged young people

Schools should work with local authorities to identify young people who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support drawn from a range of education and training support services available locally.

Schools response to the Statutory Duty

Schools have chosen to organise themselves in different ways to respond to this agenda. There are examples of schools working together on a consortium basis to provide the offer. Some schools have chosen to purchase external resources either individual or collectively from the now wide range of organisations that are offering the service to schools.

The Role of Ofsted

Ofsted inspection will provide the critical judgement on the quality of advice and guidance that is being provided. The inspection process will take account of this in making a judgement on the schools leadership and management.

Support from the County Council

LCC continues to support this agenda in a number of ways. Through our SEN support services we ensure that the most vulnerable are supported through their transition with the provision of assessments and education, health and care plans.

The Alternative and Complementary Education and Residential Service (ACERS) provides advice, guidance and support for vulnerable young people in years 9 to 11 and works with the Young People's Service in providing targeted youth support.

We have accessed nearly £6m of European Social Funds (ESF) to support over 5,000 14-19 year olds with the aim of preventing or helping young people who are at risk of/or are becoming not engaged in education, employment or training (NEET). Working with colleagues from the Lancashire Enterprise Partnership we will continue to support this activity with a further £8m of ESF over the next three years.

Outcomes of advice and guidance

We have just agreed with the DfE the results of the November to January 2015 NEET measuring period. This data shows that NEET is 5% in Lancashire, this compares with 5.3% in the same period in 2014 and 5.8% in 2013. This means there are 1863 young people who are NEET out of a cohort of 40,745.

The latest participation data shows that 94.4% of 16 year old school leavers continue to participate in learning, as at December 2014. This compares with the national figure of 94.2%, the north west figure of 94.3%, Blackpool LA 93.3% and Blackburn with Darwen LA 93.8%.

Implications:

Provision of IAG by schools is a statutory function monitored by OFSTED. IAG is key to the delivery of an informed cohort of young people successfully entering the workforce.

Risk management

N/A

Local Government (Access to Information) Act 1985 List of Background Papers

Paper	Date	Contact/Directorate/Tel
Education Act	1997	
Careers Guidance and Inspiration in Schools.	April 2014	Department for Education
N/A		

Reason for inclusion in Part II, if appropriate

N/A