

Appendix 'A'

# Statement of Priorities

## for 16-19 Education and Skills



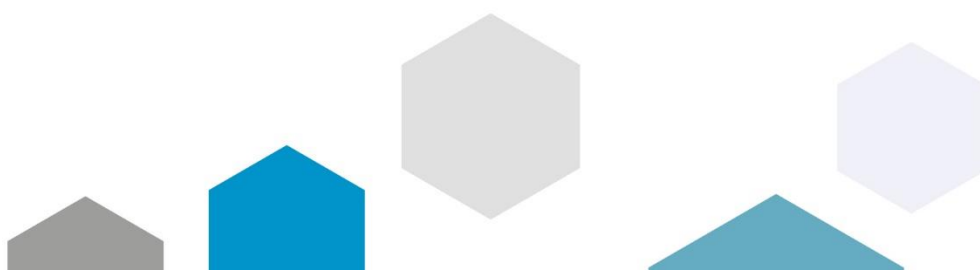
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# Statement of Priorities for 16-19 Education and Skills

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# Statement of Priorities for 16-19 Education and Skills

## Executive Summary

As stated in Lancashire County Council's Corporate Strategy, we want every person in Lancashire to be able to access the appropriate education and learning opportunities, so they can achieve their potential regardless of age, ability and background.

With regard to post 16 provision, this is a key transition point in the lives of young people as they move towards adulthood, independence and employment. This stage of their education and training should provide them with the qualifications, skills and experience required to do this successfully.

As demonstrated by this document, the majority of young people in Lancashire meet their duty to participate in further education, employment or training. However, there are some young people, such as those with special educational needs and disabilities (SEND), those who have been eligible for free school meals (FSM) and children looked after (CLA) and care leavers who may require further help to access provision which meets their needs and additional support to achieve and progress in line with their peers.

By providing this strategic overview, Lancashire County Council (LCC) hopes that this will contribute to:

- Increasing the participation of 16-18 year olds and 19-24 year olds with an Education, Health and Care Plan (EHCP) resident in Lancashire in relevant and appropriate education and training;
- Ensuring that all young people have the qualifications, skills and experience to make a successful progression into sustainable employment, contributing to economic growth within the county; and
- Supporting local education and training providers, partners and other interested parties in planning post 16 provision and developments within their area for the benefit of Lancashire residents.

## Intent

This document intends to provide a strategic overview of the education and training provision being accessed by Lancashire residents aged 16-19 and those aged 19-24 who have an EHCP.

The intent of the Statement of Priorities is to support *securing sufficient and suitable education and training provision to meet the reasonable needs of all young people in Lancashire by influencing and shaping provision through local partnerships and by identifying gaps, enabling new provision and developing the market. The aim of this is to provide young people with the qualifications, skills and experience needed to make a successful transition into employment as well as making a positive contribution to their communities.*

# Statement of Priorities for 16-19 Education and Skills

It is hoped that producing the Statement of Priorities will:

- Provide an evidence base for post 16 settings and other bodies to review provision against the needs of the communities they serve
- Allow those who provide post 16 education to consider their curriculum offer by influencing and informing the strategic plans of the post 16 sector
- Act as a platform to allow 1:1 discussions on 16-19 provision to take place, identifying gaps or highlighting the needs of specific groups
  - This may include LCC meeting with providers of post 16 education and skills
  - Allowing informed conversations to take place with local stakeholders
  - Supporting local partnerships to consider the needs of the area or that of specific groups such as young people who are CLA, young people with SEND or young people who are not in education, employment or training (NEET).

## Structure

This document is presented in three parts:

- Lancashire Statement of Priorities for 16-19 Education and Skills
- Overall Lancashire County Review
- District Summaries

## Review Cycle

The local authority will review and update these documents on an annual basis with partners. This will enable the current position to be communicated to the sector and will allow us to see both the progress being made towards the range of priorities and the impact the post 16 sector is having on the lives and future opportunities of the young people in Lancashire.

This document has evolved over the years through the feedback of the sector. We will continue to use this feedback through partnerships and 1:1 conversations to determine whether this format remains fit for purpose.

## Who is this guidance for?

This guidance is intended for:

- Post 16 education and training providers, such as FE and sixth form colleges, school sixth forms and academies and work based learning providers
  - In support of the provision they offer; and
  - Supporting their governing boards to develop provision which is reflective of the communities they serve
- Stakeholders in post 16 education and training, such as Leaders and Chief Executives of borough councils across Lancashire
- Lancashire Local Enterprise Partnership – Skills and Employability Advisory Panel

This document will also be of interest to:

- OfSTED
- The Regional Schools Commissioner
- The Education and Skills Funding Agency

# Statement of Priorities for 16-19 Education and Skills

## Summary of Key Priorities

We believe that the following priorities are key to ensuring that the young people of Lancashire are able to access high quality, appropriate education and training.



### Participation of Young People

- Increase participation of young people across all education and training routes, thereby reducing the number of Lancashire young people who are NEET
- Ensure young people who are CLA or care leavers and young people with SEND have access to appropriate, high quality provision
- Improving the impartial information, advice and guidance (IAG) available to young people, helping them make the right choices for their future



### Learning Offer and Progression Routes

- Study programmes should include the delivery of English and maths where required and allow young people to access work experience
- Flexible provision should be available to allow young people to reengage, particularly those in vulnerable groups
- Expand the availability of high quality supported internships for young people with SEND



### Attainment and Quality

- Address the attainment gap at key stage 4 for young people who are CLA and young people with SEND
- Increase Level 2 and Level 3 attainment at 19, particularly for young people eligible for FSM and young people with SEND



### Skills and Employment

- Ensure IAG and careers education reflects the local labour market and provides information on all education and training routes
- Ensure young people with SEND have the information needed to prepare them for adulthood and increase the proportion securing a positive destination



### Young People with Special Educational Needs and Disabilities

- Work with secondary schools and post 16 providers to ensure children and young people achieve their potential and ambitions
- Work with partners and stakeholders to develop an inclusive offer of provision across the different learning routes
- Work with maintained schools, academies and post 16 providers to collaboratively plan for more effective transitions from key stage 4 to key stage 5
- Ensure that study programmes for young people with SEND are individual, structured and challenging and support development and progression plans

## BACKGROUND

With regard to Key Stage 5, under section 15ZA of the Education Act 1996, local authorities have a statutory duty to secure sufficient and suitable education and training provision to meet the reasonable needs of all young people in their area by influencing and shaping provision through local partnerships and by identifying gaps, enabling new provision and developing the market. The young people covered by this statutory duty are those aged 16-19 and those aged 19-24 who have an Education, Health and Care Plan (EHCP).

In order to meet this statutory duty, and to help shape economic growth within the county, LCC produces this Statement of Priorities on an annual basis to set out the county's educational priorities for young people in the age groups mentioned above. To support this main document, a detailed analysis of the provision undertaken by Lancashire residents at both a county-wide and district level is also produced and can be found in the supporting appendices.

## LOCAL 16-19 PROVISION

The makeup of the post 16 providers classed as being based in Lancashire is as follows:

- Eight further education (FE) colleges – six are general FE, one is land based and one is a sixth form college
  - Accrington and Rossendale College merged with Nelson and Colne College on 30 November 2018. However, as the data used to produce this document is based on the 2017/18 academic year, this will include participation at Accrington and Rossendale College
  - West Lancashire College, which is part of NCG, has been included in the analysis as it serves a large number of Lancashire residents and its inclusion provides a truer picture of the provision being accessed
- Two Foundation Learning Providers
- 10 School Sixth Forms (SSF)
  - From 2018/19, Central Lancaster High School and Lytham St Annes Technology and Performing Arts College are no longer offering sixth form provision and are not included in this number of SSFs. However, as the data used to produce this document is based on the 2017/18 academic year, this will include participation at these two SSFs
- Nine Academies
- Lancashire residents also access provision at a wide range of apprenticeship providers based in the county, with the majority of provision being delivered through the work based learning arms of the Lancashire colleges and foundation learning providers mentioned above.

There are also 15 maintained special schools and academies offering post 16 provision in Lancashire. However, it must be noted that due to the differences in the data returns, the provision being undertaken by Lancashire residents at these providers is not included within these documents.

In addition to the providers outlined above, Lancashire residents also access education and training in other local authority areas, in particular Blackpool and Blackburn with Darwen. In Blackpool, there is one FE college, one sixth form college, one academy, two maintained special schools and one academy special school. In Blackburn with Darwen, there is one FE college, one sixth form college, one Foundation Learning provider, two maintained special schools, three academies, one studio school and one free school.

Since 2016/17 and following the appropriate statutory process, the decision was made through LCC's democratic process to permanently lower the age range at six institutions, from 11-18 years to 11-16 years. Of these, four have already closed their sixth forms. The remaining two schools, Baines School and Carr Hill High School and Sixth Form Centre, will close their sixth form provision from the end of the 2018/19 academic year.

With regard to FE, SSF provision and provision for 19-24 year olds with an EHCP, whilst minimal, Lancashire is a net exporter of students, with 5,781 Lancashire residents leaving the county to access provision and 4,747 young people coming in to the county to access provision. In 2017/18, 76.1% of Lancashire students accessed provision in the county, which is an increase compared to 75.7% on 2016/17. FE is a net exporter of 16-18 year old students, with 5,275 Lancashire residents leaving the county to access provision and 4,022 young people coming in to the county to access provision. The main travel out of the county for FE provision is to Blackpool local authority, followed by Blackburn with Darwen. The largest import into Lancashire based FE provision is from Bolton, followed by Blackburn with Darwen. SSFs are a net importer of students, with 425 Lancashire residents leaving the county to access provision and 607 young people coming in to the county to access provision. The main import into the county is from Bolton, followed by Rochdale. The main travel out of the county is to Cumbria, followed by Blackburn with Darwen. For 19-24 year olds with an EHCP, Lancashire is also a net importer of students, with 82 Lancashire residents leaving the county to access provision and 118 young people coming in to the county to access provision. The main import into the county is from Cumbria, followed by Blackpool. The main travel out of the county is to Blackburn with Darwen, followed by Blackpool.

## PARTICIPATION OF YOUNG PEOPLE

The participation of young people and those aged 19-24 with an EHCP encompasses all of the education and training routes outlined above to provide an overall picture for Lancashire residents.

The law requires all young people in England to continue in education or training until at least their 18<sup>th</sup> birthday. Raising the Participation Age (RPA) defines the three primary routes to participation as:

- Full-time education (school, college or home education);
- An Apprenticeship, Traineeship or Supported Internship; or
- Full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications.

# Statement of Priorities for 16-19 Education and Skills

The latest statistics from the Department for Education (DfE) show that participation by Lancashire residents aged 16 and 17 is at 89.2% as at March 2018, which is a reduction of 0.1% compared to March 2017. This equates to 22,987 young people out of a cohort of 25,770. The national position is 92.0%, which is also a reduction of 0.1%. With regard to RPA and the duty to participate, the proportion of 16 and 17yr olds meeting this duty is 89.2% in Lancashire, which is an increase of 0.1% compared to March 2017. The national position is 92.1%, which is the same as March 2017. Of those Lancashire residents not meeting the duty, 0.2% are in part time education (52 young people), 1.4% are in employment without a regulated qualification (361 young people) and 0.5% are taking a temporary break in learning (129 young people).

With regard to participation by Lancashire 16-18 year olds and 19-24 year olds with an EHCP, the combined figures show that 27,260 participated in either FE, SSF or Apprenticeship provision in 2017/18, compared to 28,509 in 2016/17. This reduction equates to 1,249 young people and, at -4.4%, compares to the national reduction of 3.2%. It must also be noted that the 16-18 year old population projection in Lancashire has reduced by 4.03% between 2017 and 2019, which equates to 1,654 young people. Other than 19-24 year olds with an EHCP which have seen an increase in participation of 2.9%, all education and training routes have seen a reduction in participation as follows: 16-18 FE participation has reduced by 1.4%; SSF and Academy participation has reduced by 9.7%; and 16-18 Apprenticeship starts have reduced by 14.9%.

Participation by young people resident in each district in Lancashire has reduced in all but one district, ranging from a 1.7% increase by Pendle residents to a 7.8% reduction by Ribble Valley residents. The district summaries at Appendix 2 provide more detail.

In relation to the cohort size, it is acknowledged that the 16-18 year old cohort has been declining in recent years and is set to reduce further in 2019, which will have impacted on the number of young people participating. However, the ONS 2016-based Subnational Population Projections show that the 16-18 year old cohort in Lancashire is set to increase in each year from 2020, up to and including 2029. The initial increase over the period 2019 to 2022 is 6.85%, which equates to 2,699 young people. Over the longer period of 2019 to 2029, the increase is 18.04%, which equates to 7,103 young people, and compares to the national increase of 22.76%. The 16-18 year old cohort in 2029 is projected to be 46,476. Every district in Lancashire is projected to see an increase in their 16-18 year old cohort and, as a result of this, the numbers participating in education or training across Lancashire is also expected to increase.

The average figures for the period December 2018 to February 2019 show that 519 young people aged 16 and 17 were classed as not in education, employment or training (NEET) and this amounted to 2.1% of the total cohort. In addition, 2,017 young people aged 16 and 17 were classed as not known and this amounted to 8.0%. The combined NEET and not known percentage for this period was 10.1%. The districts where the combined NEET and not known percentage is a particular concern are West Lancashire at 12.2%, Hyndburn at 11.6%, Lancaster at 11.3%, Rossendale at 11.2% and Burnley at 11.0%.

The local authority is introducing new ways of working in relation to its statutory duties to follow up and track the participation status of 16 and 17 year olds in the county. This includes closer working with schools and post 16 education and training providers in terms of engaging with a young person's last known destination to help determine their current participation status. This will in turn improve the accuracy of the data held by the local authority which forms the basis of the monthly returns to the DfE. As part of this, the local authority is looking to address the issue of sharing data with schools and post 16 education and training providers by obtaining consent from young people, allowing us to do this. We hope to work more collaboratively with schools and post 16 education and training providers on this agenda and to remove any barriers which may be preventing effective data sharing, which is in the best interests of young people.

As at 31<sup>st</sup> March 2018, there were 361 young people aged 16 and over in Lancashire who were designated as children looked after (CLA), compared to 2,450 in the North West and 17,330 nationally. Each of these geographical areas has seen an increase in the number of young people aged 16 and over who are designated as CLA and these are as follows: 10.4% (34 young people) in Lancashire, of 8.4% (190 young people) in the North West and of 1.7% (290 young people) nationally.

As part of its statutory duty to track the participation status of 16 and 17 year old in the county, LCC produces an Activity Survey which is submitted to the DfE. This return shows the destinations of all Year 11 school leavers as at 1<sup>st</sup> November. The 2018 Activity Survey showed that there were 140 school leavers in Lancashire who were designated as Children Looked After. This is based on all young people designated as CLA who went to school in Lancashire. The survey showed that 80.7% progressed into learning, 7.1% were NEET and 8.6% were not known. In addition to this, the survey showed that there were 436 school leavers in Lancashire who were classed as having a special educational need or disability (SEND). The survey showed that 92% progressed into learning, 2.3% were NEET and 3.7% were not known. For all school leavers, 95.3% progressed into learning, 1% were NEET and 2.6% were not known. The remaining young people not included in these categories are in other destinations, such as jobs without training or part time education/training.

The local authority has introduced specific resources to work with the colleges in Lancashire, as well as those in the Blackburn with Darwen and Blackpool local authority areas, in relation to young people designated as CLA and care leavers and their transition to post 16 education and training. This will ensure that we are aware of the participation status of all young people designated as CLA and care leavers and are able to engage with them more effectively if they are at risk of dropping out.

The data review at Appendix 1 provides a more detailed breakdown of the different education and training routes, as well as student characteristics.

## Priorities

- **Increase participation by Lancashire young people across all education and training routes, with a view to increasing the number of 16 and 17 year olds meeting their duty to participate. All partners and stakeholders must take positive action to address this key priority, with a clear focus on:**
  - **16-18 FE participation:** as participation has reduced, FE providers must ensure their provision is sufficient and suitable for all young people who may wish to attend their institution
  - **SSF and Academy participation:** participation by Lancashire residents in SSF and Academy provision has seen a further reduction. SSF and Academies should review their provision to determine whether it is meeting the needs of all young people wishing to attend their institution or how it can be refocused to attract greater participation
  - **Ensuring that all young people designated as CLA and care leavers receive an appropriate offer of learning and progress onto a suitable and sustained study programme or employment**
  - **Improving the impartial IAG given to young people, particularly at key stage 4, will enable them to determine the most appropriate choices for their future and make positive and sustained transitions into post 16 education and training destinations. Helping young people to make the right choice will help to ensure they are successfully retained in their post 16 destination**
  - **Participation by all student groups, such as disadvantaged and vulnerable young people, should be promoted and encouraged**
  - **Greater collaboration and information sharing is encouraged between key stage 4 and key stage 5 institutions to improve the chances of young people making a smooth and sustained transition to their next phase of education or training**
  - **Identifying and removing barriers which are preventing young people from participating**
- **Reducing the number of young people from Lancashire who are NEET or Not Known is a priority for the local authority and the support of all partners is required to achieve this**
  - **Supporting actions include the provision of focused, personalised impartial IAG and targeted support for those young people identified as at risk of becoming NEET to improve their chances of making a sustained transition into further education or training**
  - **To support this priority, the local authority is reviewing the way it works with partners to collect information on the participation status of young people in order to improve the quality of this data**

## LEARNING OFFER AND PROGRESSION ROUTES

To ensure that the needs and future aspirations of young people wishing to access post 16 provision in Lancashire are met, the learning offer across the different education and training routes must be able to meet these requirements and enable young people to progress from key stage 4 towards their individual goals, be that within a particular sector, gaining the qualifications, skills and knowledge to progress into sustainable employment or future progression to higher education. Certain groups of young people, such as those in vulnerable groups, are not ready to access provision in a large college environment and may not be participating as a result. The learning offer across the county should reflect the needs of specific groups of young people and include the availability of provision which is delivered in small groups sizes within a supportive environment.

In line with RPA, the significant majority of young people are following either a full time programme or a programme of at least 450hrs where they are aged 18. The local authority is keen to ensure that all young people are following a Study Programme in line with RPA requirements but that flexible re-engagement provision and in-year enrolment opportunities are also available for young people who would benefit from these options, encouraging greater participation. All providers offering Study Programmes are encouraged to use the flexibilities available through this route to develop more innovative provision which may better meet the needs of individuals. This may result in a different cohort of young people being successfully engaged, such as those requiring a programme with a stronger focus on work experience or the development of employability skills.

Supported internships form a very small proportion of the learning offer in place across Lancashire, which mirrors the national position. This is a priority area for both the SEND Partnership and Lancashire County Council. Continued discussions with the FE sector highlight a number of issues which require further development to support securing Study Programmes of this nature for individuals with an EHCP.

Both the key stage 4 and key stage 5 overall destination measures show that the percentage of Lancashire young people progressing into a sustained education or employment destination is in line with or higher than the national average. In relation to the destination measure for young people with SEND, the key stage 4 position for Lancashire is marginally above the national position. However, the key stage 5 destination measure for young people with SEND shows that the outcome for Lancashire is lower than the national average. It remains important that provision is available which enables progression into sustainable employment and further learning for all young people.

Providers should ensure that they are aware of the Lancashire Local Enterprise Partnership (LEP) priority growth sectors and how these may inform provision and progression routes for young people in terms of both further learning and sustainable employment. Building this into the IAG given to young people will help them to make better informed choices about their next phase of learning or employment. More information can be found in the Skills and Employment section below. Where it is felt that the provision offered is not meeting the needs of the young people in Lancashire

across all levels of learning, the local authority may look to enable the market or develop new provision to ensure that it is meeting its statutory duty.

In addition to the IAG reference above, secondary schools are required to follow the statutory guidance published by the DfE in October 2018, [Careers guidance and access for education and training providers](#). FE and sixth form colleges are encouraged to take account of the guidance which was also published by the DfE in October 2018, [Careers guidance](#). Both documents advise schools and colleges to adopt the Gatsby benchmarks as good practice.

Appendices 1 and 2 set out the detail in relation to the levels of learning and the sectors being accessed across the different education and training routes for both Lancashire as a whole and for the individual districts.

## Priorities

- **All providers of ESFA funded provision must ensure that their provision offer meets with Study Programme principles, with specific emphasis on the delivery of English and maths in line with the condition of funding, and allowing young people the opportunity to access work experience**
- **All providers should review their offer in terms of ensuring that re-engagement activity and flexible provision is available, thereby allowing young people to meet their duty to participate. Such provision must meet the principles of effective re-engagement as defined by the DfE in their Participation of young people in education, employment or training statutory guidance (September 2016)**
- **Expand the programme of high quality supported internships (Project Search) for young people with SEND across the SEND Partnership, as identified in the SEND Partnership Improvement Plan**
- **Education and training providers should review their curriculum offer to ensure that young people are able to access clear progression routes into sustainable employment and further learning at all levels, including the LEP priority sectors and apprenticeships at level 3 and above**

## ATTAINMENT AND QUALITY

The average Attainment 8 score for Lancashire young people in 2017/18 is 46.7, which is better than both the North West and national positions. For Progress 8, whilst Lancashire residents do not make progress from their relative starting points, it is better than the progress made by North West residents. Across the 12 districts in Lancashire, six have an Attainment 8 score above the Lancashire average and five have a Progress 8 score which is better than the Lancashire average. More detail on this can be found in Appendix 2.

For young people who have been looked after continuously for at least 12 months as at 31<sup>st</sup> March 2018, the average Attainment 8 score shows that young people from Lancashire do not achieve as well as young people from the North West or England. In addition, the attainment gap in Lancashire is greater than these two comparators. In relation Progress 8, Lancashire young people who have been looked after continuously for at least 12 months as at 31<sup>st</sup> March 2018 do not make progress from

their relative starting points and this is worse than both the North West and national positions. It must be noted that, whilst Lancashire performance is behind that of the North West and England, greater improvement has been made when compared to the previous year.

For SEN pupils with a Statement or an EHCP, the average Attainment 8 score shows that pupils from Lancashire do not achieve as well as those from the North West or England. In addition, the attainment gap in Lancashire is greater than these two comparators. In relation to Progress 8, whilst SEN pupils with a Statement or an EHCP from Lancashire do not make progress from their relative starting points, it is marginally better than the North West average but is worse than the national position.

In terms of achievements by 16-18 year olds accessing education and training provision, the colleges in Lancashire have produced excellent results based on the 2017/18 national achievement rate tables. The overall achievement rate for 16-18 year olds for all qualification levels shows that five Lancashire colleges are in the top 10% of all General FE and Sixth Form Colleges in England. These colleges are as follows:

- Nelson and Colne College – 5<sup>th</sup> highest overall and highest performing General FE College
- Burnley College – 6<sup>th</sup> highest overall and 2<sup>nd</sup> highest performing General FE College
- Cardinal Newman College – 8<sup>th</sup> highest overall and 5<sup>th</sup> highest performing sixth form College
- Runshaw College – 11<sup>th</sup> highest overall and 5<sup>th</sup> highest performing General FE College
- Preston's College – 19<sup>th</sup> highest overall and 9<sup>th</sup> highest performing General FE College

It should also be noted that Blackpool and the Fylde College was the 7<sup>th</sup> highest overall and the 3<sup>rd</sup> highest performing General FE College. In addition, Myerscough College was the 7<sup>th</sup> highest performing specialist college in the country.

Performance in relation to level 2 attainment at 19 overall has reduced from 85.7% in 2017 to 82.4% in 2018, however this remains marginally higher than the North West and national positions. Lancashire's performance for young people eligible for free school meals (FSM) has also reduced from 2017, by 8.2% to 58.8%, which is notably below both the North West and national positions. The Lancashire reduction for young people eligible for FSM is significantly greater than the North West and England reductions. At 26.9 percentage points, the attainment gap between young people eligible and not eligible for FSM has increased by 5.5 percentage points compared to 2017. The attainment gap in Lancashire is greater than those for the North West and England, both of which have also increased compared to 2017. When English and maths is included, Lancashire's performance remains above the North West and national positions but has seen a slight reduction from 71.3% to 70.3%. The performance of young people eligible for FSM has reduced by 1.4% to 41.8% and the attainment gap remains greater than the North West and national positions. At 32.5 percentage points, the attainment gap is significant and has increased by 0.4 percentage points compared to 2017.

Performance in relation to level 2 attainment at 19 for young people with special educational needs (SEN) has reduced significantly from 59.2% in 2017 to 50.5% in 2018. Due to this 8.7% reduction, Lancashire continues to be below both the North West and national positions. At 36.1 percentage points, the attainment gap between young people with SEN and young people with no identified SEN remains high and has seen an increase of 5.0 percentage points compared to the previous year. The attainment gap in Lancashire is greater than those for the North West and England, both of which have also increased compared to 2017.

Level 3 attainment at 19 overall has reduced by 1.3% compared to 2017 and, at 59.5%, is above the North West and national positions. Lancashire's performance for young people eligible for FSM has seen a slight increase from 31.6% in 2017 to 32.2% in 2018, compared to reductions in the North West and national figures. However, despite this increase, Lancashire remains below both the North West and national positions. At 31.2 percentage points, the attainment gap between young people eligible and not eligible for FSM has reduced by 2.2 percentage points compared to 2017. Whilst the reduction in the attainment gap is positive, the gap in Lancashire remains greater than the North West and national gaps.

Performance in relation to level 3 attainment at 19 for young people with SEN has reduced from 27.4% in 2017 to 26.5% in 2018. Despite the reduction, Lancashire is performing better than the North West and in line with the national position. At 37.4 percentage points, the attainment gap between young people with SEN and young people with no identified SEN has reduced by 1.6 percentage points compared to 2017. This reduction in the attainment gap brings Lancashire in line with the North West position.

With regard to the overall inspection outcomes for the current education and training providers in Lancashire, seven (78%) of the FE colleges are deemed to be Good or Outstanding and two (22%) are rated as Requires Improvement. In terms of SSFs and Academies, 13 (68%) out of 19 institutions are deemed to be Good or Outstanding, four (21%) are deemed as Requires Improvement and two (11%) are deemed to be Inadequate. Of the SSFs and Academies deemed as Requires Improvement or Inadequate, one converted to an academy in spring 2018; one is in the process of converting to an academy; two will not offer sixth form provision from the end of the 2018/19 academic year; one received a judgement of Outstanding for its sixth form provision; and one has recently appointed two new Co-Headteachers.

## Priorities

- **The attainment gap at Key Stage 4 for Children Looked After (CLA) must be addressed through educational strategies and targeted support, enhancing both attainment and progress wherever possible**
- **Implement a co-produced strategy and action plan to improve education outcomes for children and young people with SEND, as identified in the SEND Partnership Improvement Plan**
- **Analyse the outcomes for children and young people with SEND and agree targets for improvement, as identified in the SEND Partnership Improvement Plan**

- **Level 2 attainment at 19 has reduced in all areas and the attainment gaps have increased, remaining higher than the North West and national positions. All partners and stakeholders should work to ensure that young people eligible for FSM and young people with SEN have access to appropriate provision and are supported to enable them to achieve in line with their peers**
- **The attainment gaps at level 3 for young people eligible for FSM and young people with SEN remain higher than the North West and national positions. All partners and stakeholders should work to ensure that these young people have access to appropriate provision and are supported to enable them to achieve in line with their peers, ensuring that they achieve at least as well as in other parts of the country**
- **All partners and stakeholders must ensure that each young person, regardless of their background, is aware of the various education and training opportunities available to them and that they are fully supported, allowing them to achieve and progress to their full potential, in line with the OfSTED Common Inspection Framework**

## SKILLS AND EMPLOYMENT

LCC's Corporate Strategy includes the following objective: 'Lancashire will be the place to work.' All young people, regardless of their background or ability, should be able to access provision which meets their needs and provides them with the qualifications, skills and experience to achieve their potential in both their life and work. We will work with our post 16 education and training providers to ensure that young people have access to education and training opportunities which match their abilities and ambitions so that there is a pathway to their chosen career.

In order to meet the future employment and skills needs in Lancashire, we need to ensure that young people are made aware of the employment opportunities available to them and allow them to fully understand the skills and experience required to meet the expectations of future employers. In line with the DfE's Careers Strategy, published in December 2017, high quality and impartial careers information, advice and guidance (IAG) should be available to all young people, from year 8 to year 13. The DfE has the following aim: 'all young people to understand the full range of opportunities available to them, learn from employers about work and the skills that are valued in the workplace, and have first-hand experiences of the workplace.' Therefore, all secondary schools and post 16 education and training providers are required to engage with this agenda, challenging perceptions and raising aspirations for all young people across Lancashire.

As part of the Careers Strategy, The Gatsby Charitable Foundation has developed eight benchmarks which define excellence in careers provision and these put employers at the heart of the careers programme. Two of the benchmarks directly relate to employers and the workplace. Benchmark 5, Encounters with employers and employees, states that 'every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.' Benchmark 6, Experiences of workplaces, states that 'every pupil should have first-hand experiences of the

workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.' As you can see, the government has made it a priority that all young people know more about the world of work, the opportunities and progression routes available to them and the skills and qualifications needed to progress into sustained employment.

In terms of future employment opportunities in Lancashire, Blackburn with Darwen and Blackpool, the Lancashire Enterprise Partnership's (LEP) Lancashire Skills and Employment Framework 2016-2021 identifies the sectors with high replacement demand and growth potential as follows:

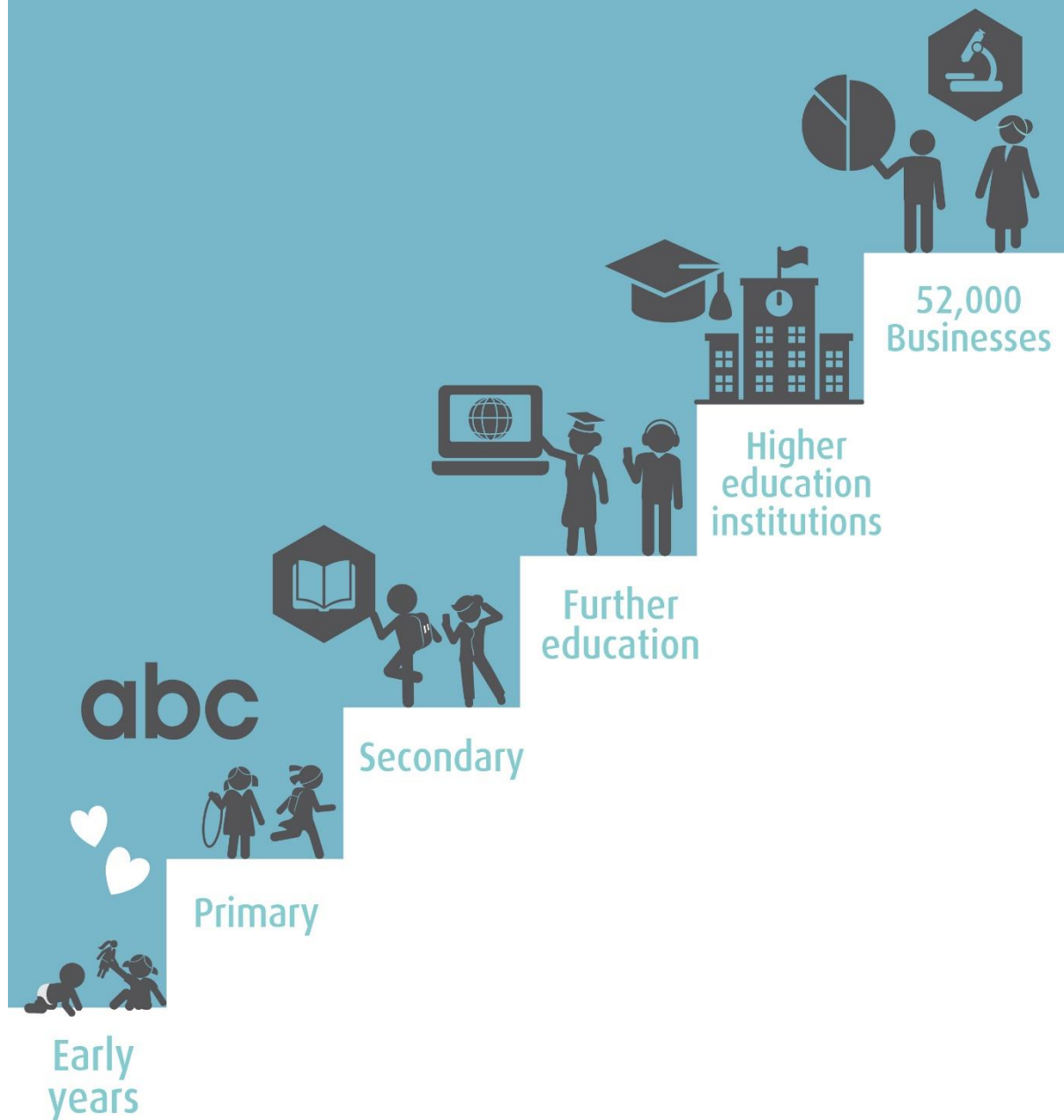
- Advanced Manufacturing
- Energy and Environmental Technologies
- Creative and Digital
- Health and Social Care
- Finance and Professional Services
- Visitor Economy; and
- Construction, through the City Deal.

Studies have been undertaken into each of these priority sectors and LMI factsheets have been produced for individual sectors. These can be found at <https://www.lancshireskillshub.co.uk/about-us/evidence-base/>.

Whilst post 16 education and training providers are well engaged with local employers and understand the employment opportunities and growth sectors, it is recognised that young people do not always follow a programme of study which reflects the opportunities in the local labour market or which has the potential for progression into sustainable employment. The availability of labour market and growth sector information, such as the LMI factsheets mentioned above, will help to ensure young people are aware of the job market in the county and the skills and qualifications required to progress into these employment areas. Schools and post 16 providers may wish to utilise this information within their IAG provision and careers education programmes and when discussing the intended outcome of a study programme with a young person. Post 16 education and training providers should also consider how their provision enables progression into sustainable employment within the labour market and how apprenticeship opportunities can be increased to enhance employer engagement. Increasing the uptake of apprenticeships in Lancashire is a key focus of LCC and work is taking place with the LEP to develop an action plan to address this. In addition, it is widely acknowledged that encounters with employers, such as the inclusion of external work experience within study programmes, enable young people to understand more about the world of work and the skills and behaviours they need to develop, as recommended in the Gatsby Benchmarks.

Whilst the LEP priority sectors mentioned above do not always directly correspond to the sector subject area definitions used within post 16 education and training, the data review at Appendix 1 sets out the main sectors being accessed by young people resident in Lancashire.

# Development Steps



The Post-16 Skills Plan, jointly published in July 2016 by the DfE and the Department for Business, Innovation and Skills (BIS), sets out the government's framework to support young people and adults to secure a lifetime of sustained skilled employment and meet the needs of our growing and rapidly changing economy. Through this plan, a reform of technical education is taking place to ensure that this is a world class skills based option sitting alongside the academic route. The technical option will be across 15 routes and will prepare young people for skilled employment, with employers at the heart of the system, setting standards and guiding curriculum content and design. Of the 15 routes, 11 will be in the form of T Levels and four will primarily be delivered through the apprenticeship route.

The first three T Level routes, which relate to the Digital, Construction and Education and Childcare sectors, will be delivered from September 2020, with four colleges in pan-Lancashire being involved in this. These colleges are Blackpool and the Fylde College, Cardinal Newman College, Nelson and Colne College and Runshaw College. All T Levels will include the following compulsory elements: a technical qualification including core theory and specialist skills; an industry placement of at least 45 days; and English and maths where the student has not already achieved at least a GCSE or equivalent at grade 4 or above.

Further to the introduction of T Levels, in March 2019, the DfE launched a consultation regarding a review of qualifications at level 3 and below, excluding A Levels, T Levels and GCSEs. The aim of this review is to ensure that all qualifications are high quality and will enable young people to progress into further learning or sustained employment. The outcome of this review will undoubtedly have an impact on the provision offer across the county and we must work alongside schools and post 16 education and training providers to ensure that this is effectively communicated to all young people so that they fully understand their post 16 options and progression routes.

Under the proposed new OfSTED inspection framework, inspectors will judge how well prepared young people are for progression into employment or higher levels of study. The proposed framework states that 'it is expected that the provider's curriculum intent will have regard to the needs of learners, employers, and the local, regional and national economy as necessary.' Inspectors will consider the design of the curriculum being delivered and how this is preparing young people for the next stage of their education, employment or training.

## Priorities

- **All IAG and careers education given to young people in years 8 to 13 must raise awareness of the real opportunities in the local labour market, including the qualifications and skills needed to access these, and provide information on all education and training routes available**
- **Work with providers to ensure that young people with SEND have the CEIAG they need in key stage 5 to prepare them for adulthood and increase the proportion securing a positive destination, as identified in the SEND Partnership Improvement Plan**
- **All providers should ensure that their curriculum offer provides young people of all abilities and backgrounds with the best opportunity for**

**progression into further education, training or sustainable employment, across all levels of learning**

- **Work with post 16 providers to understand how the current reforms will impact on their curriculum offer and that any changes are effectively communicated through the delivery of IAG and careers education so that young people understand their options and choices when progressing into post 16 provision**
- **The local authority and the LEP should work together to improve the local labour market information provided to schools and colleges**

## YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Lancashire SEND Partnership, which brings together representatives from education, health, parents and carers, young people and the local authority, has developed a strategy to support the delivery of their shared vision for the future. Part of this vision is as follows: Our children and young people are supported to achieve their potential and ambitions, as valued members of the community. To achieve the overall vision, four strategic priorities have been developed and priority 4 is to 'ensure children and young people achieve their potential and ambitions.'

As can be seen in the Attainment and Quality section above, SEN pupils with a Statement or an EHCP do not achieve as well as those from the North West or England and do not make progress from their relative starting points. To support improving outcomes for children and young people with special educational needs and disabilities (SEND), outcomes for all SEND pupils will be discussed during termly school advisor visits, as stated in the Lancashire SEND Partnership Strategy.

The post 16 education and training offer available for young people with SEND will make a significant contribution to the achievement of the above vision and will support the delivery of priority 4 through the availability and delivery of appropriate, high quality, accessible and purposeful local provision. This will support increased choice and independence and will include work experience; the opportunity for young people with SEND to engage with employers and the workplace; and access supported internships, as well as developing the skills needed for adulthood and more independent living. The Preparing for Adulthood agenda gives three broad areas of education and training routes that should be provided. These are Study Programmes leading to Higher Education courses; Study Programmes leading to employment with a focus on Supported Internships; and, for those young people who are unlikely to develop the independence to work, Study Programmes to develop independent living. Study programmes for young people with SEND should be designed to provide individual, structured and challenging learning which support development and progression towards an intended destination, such as future career plans. Post 16 education and training providers should continue to enable and support young people with SEND to make appropriate progress from their starting point, along a clear destination pathway. Appendices 1 and 2 provide detailed breakdowns of the provision being accessed by 19-24 year olds with an EHCP, at both county level and at individual district level.

In addition to the strategy, the Partnership has developed a Lancashire SEND Partnership Improvement Plan, which includes four thematic areas, one of which is entitled Achieving Success. This thematic area is to respond to those areas of concern including attainment and progression and is broken down into two parts: Improving outcomes and support; and Preparing for Adulthood. The Plan includes the following actions:

- Implement a co-produced strategy and action plan to improve education outcomes for children and young people with SEND
- Analyse the outcomes for children and young people with SEND to agree targets for improvement
- Review the current approach to offers of SEND support in partnership with education leaders
- Develop a consistent model of support, in partnership with education leaders, from special schools and other providers
- Share destinations data with secondary education providers to establish priorities for action which will increase the number of young people with SEND in education, employment and training
- Work with providers to ensure that young people with SEND have the Careers Education, Information, Advice and Guidance (CEIAG) they need in key stage 5 to prepare them for adulthood and increase the proportion securing a positive destination
- Work with providers to develop a range of 16-19 options which meet increasing need, whilst providing greater choice and independence
- Expand the programme of supported internships for young people with SEND across the Partnership

Through the SEND Partnership and the FE High Needs Group, the local authority will work in partnership with colleges in the pan-Lancashire area to plan for and meet the needs and aspirations of young people with SEND. Progress on the actions in the SEND Improvement Plan actions will be reported to the SEND Partnership Board, on which the colleges are represented.

The local authority is required to publish a local offer as part of national SEND reforms which provides information that is helpful to children and young people with SEND and their families. In Lancashire, the local offer is being redesigned in discussion with parents, carers, children and young people to ensure it is more accessible and user friendly. The new site will be launched at the end of June 2019. In the meantime, the local offer can be accessed by visiting:  
<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>.

Schools, post 16 education and training providers and the local authority are working together with parents, carers and young people to improve services so that we support all young people with SEND to make a successful transition. Post 16 education and training providers would welcome forecasting information and estimates about the number and needs of children and young people with SEND progressing through the education system. This will enable them to plan provision and prepare for future students in terms of capacity, provision offer and support requirements, to enable a successful transition into key stage 5. The local authority

is currently collating the information about the SEND population to inform planning. This will be shared with partners for the current and future cohorts of young people ahead of their transition into key stage 5.

## Priorities

- **Work with secondary schools and post 16 providers to ensure children and young people achieve their potential and ambitions**
- **Work with secondary schools and post 16 providers to achieve the relevant actions as set out in the Lancashire SEND Improvement Plan 'Achieving Success' thematic area**
- **Work with partners and stakeholders as part of the Lancashire SEND Partnership to develop an inclusive offer of provision across the different learning routes, including supported internships and work experience, which supports increased choice and independence to prepare young people for adulthood**
- **Work with maintained schools, academies and post 16 providers to collaboratively plan for more effective transitions from key stage 4 to key stage 5**
- **Provide an analysis of the forecasts of young people with SEND progressing through the education system**
- **Ensure that the study programmes for young people with SEND are designed in line with study programme principles, in that they are individual, structured and challenging programmes which support development and progression plans**
- **Develop and strengthen the range of work related experiences and supported employment opportunities for students with SEND**

## RELATIONSHIP WITH OTHER PLANS

As this document is providing a strategic overview of 16-19 provision and provides references to related partnerships and/or plans, it will not capture every aspect of detail in the way that the local authority interacts with the sector. For example, strategic action with young people with SEND will predominantly be captured through the Lancashire SEND Partnership Strategy; for young people designated as children looked after, this will be through the Employment and Support Team within the virtual school; and for young people who are NEET, this will be through the 16-19 Education and Skills Team.

Similarly, not all youth programmes designed and delivered by the sector will be captured and this document is not intended to provide an exhaustive list but rather to influence future provision.