

Bracknell Forest 14 – 19 Education Plan (2008 – 2013)

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Appendix 1

Extracts from '14 – 19 Partnerships: Delivering the entitlement' – DCSF August 2007

4. Our Public Service Agreement (PSA) targets aim to increase the proportion of 19 year olds achieving levels 2 and 3; to increase and widen participation in higher education; and to reduce the proportion of young people not in education, employment or training (NEET). To achieve this, we must make sure that that all young people are fully engaged in the learning programmes they are following, that they have the choice and opportunity to pursue a route that is right for them and that they are fully prepared for life at work.

5. The current offer for 14-19 learning will be expanded to incorporate a new Diploma route, a Foundation Learning Tier of qualifications, new functional skills embedded throughout the system, strengthened GCSEs and A Levels, a significant expansion of Apprenticeships and wider availability of the International Baccalaureate. A revised secondary curriculum will ensure students are well prepared for the 14-19 phase. All of these reforms will be underpinned by a new learning entitlement that will come into effect in 2013, which will mean that all young people must be able to access all new qualifications and curricula. By 2015 we want all young people up to the age of 18 to be participating in learning that will provide a recognised qualification preparing them for life and work.

The ambition requires a fundamental shift in partnership working

9. Stronger co-ordination is essential to deliver the required programmes of learning, to ensure that all young people have a genuine choice of high quality options and to achieve a new, collective, responsibility for all learners. Enhanced local authority roles in commissioning and managing provision must play a part. Reforms will have an impact on all institutions, and no single institution or agency, acting alone, can deliver what will be required. Indeed, in some cases, single partnerships may not be in a position to deliver the full entitlement, and will need to extend into partnerships with others across local authority borders.

Area-wide solutions to deliver a high-quality curriculum

13. To accommodate all the options there will need to be a shared approach to timetabling structure between schools, colleges and other institutions. Areas will develop their own tailored solutions, but there is good evidence that block timetabling across the area in half or whole days provides coherence for the learner and enables easier alignment between providers. Where there are questions of viability (for example, in terms of student uptake), partnerships will need to make choices about which institutions are best placed to deliver the appropriate classes or content.

Strengthened student support to underpin the reforms

16. We expect that all areas will have an on-line prospectus by this September. However, the current Information Advice and Guidance (IAG) services need to be improved, and requirements will rise substantially as the offer becomes broader and delivery arrangements more complex. IAG will have a key role to play in tackling low levels of participation. To make a reality of the entitlement, intensive support will be required to help some young people re-engage - including effective use of the Education Maintenance Allowance (EMA). In all cases, an area-wide approach will be essential to ensure impartial, high-quality IAG is delivered in a coherent and cost-effective way, building on the prospectus.

17. Most young people will progress well with the support of core services. But a minority have other issues in their lives that need to be addressed, and which cannot be met by these services alone. We are simplifying and reforming targeted services for young people at risk.

Engaging employers and others in a wider partnership

18. The 14-19 reforms will also change the mix of providers that need to be engaged. Employers, universities, voluntary and community bodies should all become delivery partners, and all areas should be thinking innovatively about who should be involved and what they could bring to the partnership - including, for example, independent schools.

19. Employers can make a serious contribution to supporting young people in learning. Although much of the applied content in Diplomas will be provided by schools and colleges, partnerships should increasingly look to employers to provide work placements and work-related learning in a range of settings, as well as high-quality Apprenticeship places. For many young people, the contact with employers will be their motivation to participate in learning.

Appendix 2

Guidance for the development of local 14-19 Education Plans (ADCS/LSC summer 2007)

Local 14-19 Education Plans will include an analysis of the existing state of collaborative planning and delivery. They will also set out how over-supply, poor provision and curriculum gaps will be addressed through the commissioning process.

The Plan will then focus on qualification reform, including the phased introduction of Diplomas, development of the Apprenticeship Pathway and the Foundation Learning Tier, in readiness for the raising of the compulsory participation age and the full 2013 entitlement.

The 14-19 Education Plan will set out local policies, already well developed in many local partnerships, for;

- coordinated and collaborative curriculum planning and delivery
- the provision of impartial advice and guidance
- the reduction of the numbers of young people not engaged in education, employment or training
- targeted and integrated youth support
- the delivery of the entitlement to young people with SEN or LLDD
- the engagement of young people in the care of the local authority
- quality assurance and quality improvement
- access and transport
- employer engagement and education employment pathways
- integrated capital and infrastructure development.

The 14-19 Education Plan will also set out arrangements for access to specialist provision not available in the local area, and for arrangements to support access to provision across local authority boundaries.

2. GCSE and equivalent results - 2007

	Cohort Information							Results of Key Stage 4 students							Average total point score per student
	Number of students at the end of Key Stage 4	% of students at the end of Key Stage 4		with SEN, with statements or supported at Sch Action Plus		with SEN, supported at Sch Action		% of students achieving							
		aged 14 or less	aged 15	Number	%	Number	%	5 or more grades A*-C including English and maths GCSEs	Level 2 in functional English and maths	Level 1 in functional English and maths	Level 2 (5 or more grades A*-C)	Level 1 (5 or more grades A*-G)	2 grades A*-C which cover the Key Stage 4 science programme of study	at least one qualification	
LA Average				10.7%				48.4%	49.7%	94.1%	59.7%	95.2%	53.0%	99.0%	367.5
England Average				8.5%	9.3%	9.9%		46.7%	50.3%	90.8%	62.0%	91.7%	50.3%	98.9%	378.1
Brakenhale	75	0%	97%	13	17.3%	14	18.7%	32%	32%	92%	45%	89%	32%	99%	299.0
Easthampstead Park	236	0%	100%	35	14.8%	13	5.5%	25%	27%	89%	40%	94%	26%	99%	305.7
Edgbarrow	181	0%	98%	8	4.4%	11	6.1%	74%	77%	99%	75%	99%	69%	100%	417.6
Garth Hill College	188	0%	99%	6	3.2%	35	18.6%	38%	38%	95%	59%	96%	55%	99%	391.4
Ranelagh	133	0%	99%	10	7.5%	6	4.5%	83%	83%	100%	89%	99%	85%	100%	444.1
Sandhurst	201	0%	99%	26	12.9%	16	8.0%	49%	50%	98%	59%	99%	58%	100%	368.9
Special Schools															
Kennel Lane School	12	0%	100%					0%	0%	0%	0%	0%	0%	83%	40.3

3. GCE / VCE and equivalent results - 2007

	General and Applied A/AS or Equivalent Achievement		
	Number at end of A/AS or equivalent study	Average point score per student	Average point score per examination entry
LA Average (schools only)		713.3	
LA Average (inc B & W)			199.0
LSC Average			209.7
England Average			207.5
<u>Bracknell and Wokingham College</u>	174	600.6	198.8
<u>The Brakenhale School</u>	8	596.3	156.4
<u>Easthampstead Park School</u>	67	702.1	191.2
<u>Edgbarrow School</u>	83	764.3	206.3
<u>Garth Hill College</u>	22	680.4	179.6
<u>Ranelagh Church of England School</u>	92	729.1	218.1
<u>Sandhurst School</u>	25	582.6	162.7

671.7

742.8

731.1

Appendix 4

BRACKNELL FOREST NEET STRATEGY

Approved by the Bracknell Forest 14 – 19 Partnership,
September 2007

1. PURPOSE AND SUMMARY OF STRATEGY

This aims of this Strategy are to inform the Bracknell Forest 14-19 Partnership of the situation regarding the young people in Bracknell Forest who are not in education employment or training (NEET), and to highlight a range of strategies and actions that need to be adopted to reduce these numbers in the Borough and improve the outcomes for young people. The Strategy is supported by an Action Plan.

2. AGREED ACTIONS

The Bracknell Forest 14 – 19 Partnership has;

- 2.1 noted and considered the issues relating to NEET in the Borough
- 2.2 noted and considered the range and type of activities that could be employed to reduce the number of young people who become NEET
- 2.3 approved a range of overarching strategic actions for reducing NEET numbers within Bracknell Forest.
- 2.4 agreed interim NEET targets up to 2010.

3. BACKGROUND

3.1 The government has set targets for reducing the NEET figures year on year. From April 2007, accountability for achieving NEET targets passed to the local authority and the LSC. The 2010 PSA target set by the Government is 4.9%. Current data shows that Bracknell Forest has a NEET of 8.2% (July 2007) which is 142 young people aged 16-18. The LSC has requested that Bracknell Forest agree interim targets for the reduction of NEET between now and 2010. To achieve this challenging figure a number of measures will need to be implemented which may take time to achieve results. The average percentage NEET figure was 7.75% between September 06 and August 07.

3.2 The targets to reduce the NEET figure as agreed within the LAA NI 117 are:
Partnership are;

2008/9 – reduce to 5.0%

2009/10 – reduce to 4.8%

Additional target for 2010/11 of 4.6% NEET

3.3 The figures are now collected over a 3 month reporting period in November, December and January. For 2006/7 the figures were Nov 5.7%, December 5.8% and January 7.6%.

3.4 NEET figures follow a cyclical trend, which links to the academic year and changes in the labour market, showing variation from month to month. Even when figures appear to be static over a period, membership of the NEET group does not remain fixed. In any given month, some will move into education, employment or training, whereas others will become NEET.

3.5 Evidence suggests that the characteristics associated with NEETS are as follows, with the highest proportion of young people having low attendance, exclusion and low academic achievement.

- Poor educational attainment
- Persistent truancy
- Teenage Pregnancy
- Drugs and alcohol abuse
- Looked After Children
- Disability
- Mental health
- Crime and anti-social behaviour

3.6 As there are a range of organisations involved in reducing NEET, any planned actions should be collaborative, coordinated, comprehensive and cost effective. These actions will be overseen by the 'Pathways To Success' working group, reporting to the 14 – 19 Partnership.

4. PROPOSALS

Action needs to be taken to move more young people who are currently NEET into EET and, critically, to prevent those of statutory school age from becoming NEET in the first place.

4.1 Meeting the challenge means actions in the following key areas:

- Pre-16
- The transition into further education, training and employment post - 16
- Enabling factors
- Partnership commitment and action

4.1.1 Pre-16 It is possible to identify and target young people who are at risk of becoming NEET at an early stage in their school careers by looking at patterns of behaviour and attainment. This could be used during years 8 and 9:

These students need:

- Access to learning opportunities which will motivate them, provide appropriate skills recognition of achievement and opportunities for progression e.g. vocational learning
- A programme of core and life skills which challenges the culture of low aspirations
- Literacy and numeracy support
- An opportunity to gain qualifications in the above areas

- Access to impartial information, advice guidance and support to make appropriate choices
- Access to work related learning to develop skills for employment
- Support with managing personal and social issues

To support the above, schools need to develop:

- A 'potential NEET' action plan with clear lead responsibility
- A traffic light system for the early identification of vulnerable young people and an Individual Learning Plan commencing in Key Stage 3

4.1.2 The transition into further education, training and employment post - 16

Priorities for Action

- To gain commitment from all schools and Bracknell & Wokingham College to reducing their NEET figures
- To continue to review and develop 14-19 curriculum provision with emphasis on the range and volume of provision for young people who fail to reach level 1.
- To identify those young people in year 11 who are most vulnerable and to provide the appropriate coordinated support
- To seek and act on the views of NEET and potentially NEET young people
- To challenge the culture of low aspirations and low value placed on lifelong learning, education and training amongst certain groups of young people
- To provide quality advice and guidance for young people
- To increase the range of appropriate training and employment opportunities available
- To provide quality support for the transition at 16 for vulnerable young people.

4.1.3 Enabling factors

Research has identified that a key barrier to moving young people from NEET to EET is the thinking and behaviour of young people. A common characteristic among the NEET group is their negative perception of school¹. Many believe that success is due to luck and not effort. As a result they tend to live in the present, unable to plan for the future. They may be unwilling to try new learning experiences and may not even see the connection between the need to gain qualifications and their aspirations for employment and their future.²

Research and experience suggests that support from a trusted adult is one of the key factors in engaging children and young people. The following approaches are particularly successful;

- **Supporting clients through advocacy** - access to skilled Personal Advisers and key worker/mentoring services can help young people assess their needs, plan action and provide continuity through key transition points, and extra support during setbacks. This complements the guidance available from within schools and colleges. A range of specialist services provides support to

¹ Provision for Young People not in Education, Training and Employment (NEET), Research Report, June 2005. Prof Paul Croll and Alun Davies.

² The Thinking and Behaviour of Young Adults (aged 16-15). Social Exclusion Unit 2005.

particular groups of vulnerable young people such as young parents, those with mental health issues and young people in care.

- **Involvement of young people in service design** - many assumptions are made about what young people need; the most effective approaches are informed by client views. The work of the Engaging Children and Young People Group and Connexions needs to be developed in seeking and responding to this group of young people
- **Focusing on transition** - young people should be supported to move to the next progression point as quickly as possible. We should ensure that the drop out from both learning programmes and employment is minimised through appropriate support targeted at those most vulnerable.
- **Offering an integrated menu of programmes with flexibility in programme length, duration and progression** - a clear range of programmes is needed to enable this diverse group to succeed. These need to take into account changing behaviour as well as skills development, with flexible entry requirements and clear outcomes linked to progression.
- **Engaging Employers**- employers need to be consulted on how best to support NEET young people and, in particular, what structures are needed to help employers recruit more young people.
- **Demonstrating clear evidence of impact** - together with the hard impact measures and targets relating to NEET, other measures should be developed to measure “distance travelled” by young people.

4.1.4 Partnership Commitment and Action

The 14-19 Partnership is committed to working with all the agencies involved with NEET, particularly Connexions, LSC and Youth Service. The LSC has responsibility for funding for NEETs. The Partnership must be aware of the needs of the additional provision and support required, and has a role to advise the LSC on how resources should be allocated.

The 14-19 Partnership will drive forward collaborative action through its Executive Group and the Pathways to Success Working Group, to develop joined up holistic services for these young people.

The Partnership will identify an appropriate grouping of school/college leaders to manage the proposed action at institution level.

5. CONTRIBUTION TO STRATEGIC AIMS

5.1 The NEET Strategy contributes to the The Children and Young People’s Plan key aims: EW1 Children and Young People take part in accredited award schemes. EW2: Raise Participation and achievement of young people Post 16. EW3 Young People aged 14-19 have access to a range of quality educational opportunities.

5.2 By addressing the issue of NEETs within Bracknell Forest the numbers engaged in education and training will be increased. Through providing improved opportunities and support to vulnerable young people, social inclusion and equality will be promoted throughout the Borough. This should in turn lead to a reduction in anti-social behaviour and offending.

6. FINANCIAL IMPLICATIONS

6.1 Actions should be planned within the existing budget allocations. For 2007/8 this is through the Government Office of the South East.

6.2 Alternative sources of funding as appropriate and as available will be sought for particular projects, such as Lottery Funding and European Social Funds. These funds support only short term provision for a limited number of young people. There is a need to secure funding for longer term provision.

Bracknell Forest NEET Strategy Action Plan
September 2007 to March 2010

Objectives	Tasks	Lead Person	By when	Outcome
Early identification of vulnerable young people	Establish a named lead for NEET within schools	14-19 Curriculum Adviser, Connexions Manager	Dec 07	Names agreed. Network meetings arranged
	Develop a system to assess and identify those in KS3 including: Those unlikely to achieve level 2 Children in Care, young offenders, young carers, LDD, those who are bullied and those experiencing domestic violence Link with the LAC Personal Pathway Plan.	Lead school contacts. Connexions Manager LAC Team YOS Young Carers	Dec 07	Reduce representation of these groups in NEET. Refer to Connexions Delivery Plan
	Develop Individual Learning Plans with those young people identified	Lead school contact 14-19 Curriculum Adviser Connexions Manager	Mar 08	Reduce the number of Yr11s leaving school to NEET

Objectives	Tasks	Lead Person	By when	Outcome
Co-ordinate the support for the vulnerable young people in schools	Audit current support available in schools for vulnerable young people Group to meet 1 per term	14-19 Curriculum Adviser, Connexions Manager	Jan 08	Audit produced Issues identified
	Identify sources of funding and develop appropriate support programme for young people identified. This could include mentors, external/internal and projects	School/partners including EBP Connexions PA Lead for each school	Jan 08	Resources targeted all appropriate young people
	Literacy and numeracy support Life skills workshops		Oct 07 ongoing	Mentors trained
	Develop access to work related learning with specific emphasis on vulnerable students	EBP	Nov 07	Reduce overall Year 11 NEET
	Forward to next provider 100% of all completed Section 140 transition plans	Connexions Team Leader. Sp Needs PA	Dec 07	Maintain levels of LDD in EET
	Raise awareness of all school staff about potential NEETs and employability skills.			

Objectives	Tasks	Lead Person	By when	Outcome
		Lead school contact Connexions PAs/EBP	Sep 07 Ongoing	
Provide quality advice and guidance	Partnership Agreements with Connexions are negotiated with each school	Connexions Team Leaders	July each year	
	All young people aware of where they can get advice and guidance	School/Connexions	Ongoing	Young people, parents and carers aware of service provided
	Marketing of BOPs and other on-line information services	School/Connexions	Ongoing	
	All schools adopt the Good Practice Guide for 14-19 IAG Entitlement	School/Connexions	Nov 07	Comprehensive programme delivered without duplication.

Objectives	Tasks	Lead Person	By when	Outcome
	<p>Variety of professionals invited to Personal Development Lessons including Housing and Sexual Health. New programme to be developed</p> <p>Pilot in Garth and EP with Year 10.</p>	School/Housing/Health	Ongoing	Greater awareness of housing and health issues
	<p>Develop student review days to include other agencies for those vulnerable young people and their parents and carers needing extra support</p>	<p>School/Connexions</p> <p>Partners</p>	Jan 08	Support delivered
	<p>Identify support needs for level 2/3 courses at year 12 to ensure progression at 17</p> <p>Research why young people drop out of schools</p>	<p>School, B&W College</p> <p>Connexions</p>	April 08	Increase EET participation rate at 17

Objectives	Tasks	Lead Person	By when	Outcome
To reduce the number of year 11s who leave education to Not Known	School list reconciled termly	School/Connexions	Sept 07 Ongoing	Not knowns maintained below 2%
	Work with all agencies to contact those hard to reach	Connexions/youth services/voluntary orgs	Sept 07 Ongoing	
To provide specific support for young people leaving EET at 17 or 18	Ensure effective monitoring processes are in place to identify those likely to drop out	Lead Contact in school/college	Dec 07	Process agreed Early leavers identified Interventions planned
	Agree process with schools and B&W College to notify Connexions of early leavers	Schools/B&W College Connexions	Dec 07	
	Contact early leavers from EET offering advice and guidance	Connexions PAs	Oct 07 ongoing	Reduce amount of time in NEET for early leavers

Objectives	Tasks	Lead Person	By when	Outcome
To seek and act on the views of NEETs and Potential NEETs	Recording of aspirations and onto Core data base.	Connexions PAs	Sep 07	Provision matched to needs of young people
	Regular analysis of data to predict trends	Connexions Knowledge Manager. 14-19 Partnership	Ongoing	
	Develop use of focus groups with young people in and out of school	Schools/Connexions/14-19 Senior Curriculum Adviser. Engaging children and young people group	Jan 09	
To increase the range of appropriate training and employment opportunities	Regular employer visits in Bracknell Forest	Connexions Employment and Training Adviser	Monthly	Increased awareness by employers of Connexions. New vacancies obtained

Objectives	Tasks	Lead Person	By when	Outcome
	Develop links with Grow Our Own Project	Connexions Manager Grow Our Own	June 08	Increase in number of vacancies
	Regular reporting to 14-19 Partnership on opportunities available	LSC, Connexions, BFBC	Jan 08 Termly	Reports produced. Issues identified, action taken as appropriate
	To develop Local Labour Market Information to be delivered in schools and college	Connexions ETA, LSC	Jan 09	Young people aware of what opportunities are available
To provide quality support for the transition at 16 for vulnerable young people	Identify and support all care leavers 16-19+ into EET	School, Connexions PA Leaving Care Team	Feb 08 Ongoing	Lists shared joint work undertaken

Objectives	Tasks	Lead Person	By when	Outcome
	Implement After Care service to both employers and young people	Connexions	Jan 08 Ongoing	Reduction in drop-out from employment without training
To provide activities and support for young people in NEET	Focused job search with target groups such as Young Parents, LDD, those leaving care	Connexions/Social Services, Teenage Parent Co-ordinator	Sept 07 Ongoing	Reduce representation of these groups in NEET
	Deliver Motivational sessions for NEET young people	Connexions/Youth Service	Feb 08	1 session per month delivered in
	Refer all NEET young people to NRG drop-in centre	Connexions/Youth Service	Ongoing Sep 07 Ongoing	Increase in yp attending NRG

Appendix 5

An Integrated Youth Support Service for Bracknell Forest

This document sets out the future direction for services for young people in Bracknell Forest. It specifically addresses the range of opportunities and support that should be available to those in the 13-19 age range (25 in some cases).

1 What are we trying to do?

- 1.1 The five outcomes of being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well being, expressed through Every Child Matters³, are equally applicable to young people aged 13-19.
- 1.2 Youth Matters⁴ takes this a stage further. In translating the aspirations set out in Youth Matters to the local context ***our ambition for young people in Bracknell Forest is that they should all achieve their potential, and develop into active, healthy and responsible citizens – being self confident, a source of pride for their families and earning the respect of the local community.***
- 1.3 In order to achieve this, we need to plan and commission the full range of services for teenagers – from universal services through to more targeted and specialist support. This will enable us to deliver an integrated youth support service that is focussed on young people's needs, is structured around those environments in which they spend most of their time – school and college, youth provision, community facilities etc – and involves a range of providers.
- 1.4 Our purpose for IYSS is that we provide young people with things they want to do and places where they are keen to go; opportunities to make a positive contribution to their local and the wider community; good quality information, advice and guidance; support when they slip into and out of vulnerability; and a learning framework that can support their aspirations.
- 1.5 This strategy is primarily about the four dimensions for IYSS set out in Youth Matters:
 - Empowering young people: things to do and places to go
 - Young people as citizens: making a 'contribution'
 - Supporting choice: with information, advice and guidance
 - All young people achieving: improving targeted support

As far as young people are concerned, there is a fifth dimension that needs to be considered and that relates to 14-19 educational reform. IYSS is inextricably linked to this, particularly through supporting choice and targeted support. Two other local strategies, *14-19 Strategy*⁵ and *Reducing NEET*

³ Every Child Matters DfES

⁴ Youth Matters DfES

⁵ 14-19 Strategy BFBC

*Strategy*⁶ focus on particular aspects of our activity designed to achieve our ambition for young people.

There are also links to the *Youth Justice Plan*⁷ which is the authority's response to a particular group of young people in Bracknell Forest, i.e. those involved in or at risk of becoming engaged in criminal activity.

- 1.6 IYSS is not intended to be a new service: it is a framework in which existing, new and sometimes revised aspects of provision for young people can be delivered. It is about coordination of a 'youth offer' for Bracknell Forest young people in return for their active participation and engagement. The Youth Service and Connexions clearly have a major role to play. Both offer universal and targeted services to young people within Bracknell Forest. Both have a role in each of the four dimensions of service and specific responsibilities within them. Schools and the College are also significant as is expressed in paragraph 2.1 below. Appendix 1 sets out a range of other provisions.

Commissioning a new approach

- 1.7 Local priorities are set out in the *Bracknell Forest Children and Young People's Plan*⁸. We need to align our developing IYSS with the emerging children's trust (including commissioning) arrangements and integrated working developments locally. We have made significant progress in piloting aspects of IYSS locally, and have taken positive steps towards implementing *Youth Matters*. These pilots and this additional work need to continue within the framework of a sound approach to commissioning in which we:

- Assess the needs of local young people and actively listen to their views (and continue this on an ongoing basis)
- Map existing services from all sectors (statutory, private, independent and voluntary sectors) against young people's needs
- Plan an integrated, responsive, accessible and effective range of services and provision underpinned by a local workforce strategy and set this out in our Children and Young People's Plan
- Redesign services and commission provision meeting the aspirations and needs of young people and other identified needs, drawing on a range of providers.

Some principles

- 1.8 The Children and Young People's Strategic Partnership has an established set of principles that guide the development of policies and services:
- take the young person as the starting point, be appropriate to his or her stage of development and involve him or her in decision making
 - be inclusive, sensitive to individual needs and aspirations
 - be family orientated, supportive and respectful of young people and their families
 - focus on high quality services that fit together coherently

⁶ Reducing NEET Strategy – currently in draft form and being developed by the 14-19 Partnership

⁷ Youth Justice Plan BFBC April 2007

⁸ Children and Young People's Plan 2006-9 BFBC April 2006

- be based on the evidence, the outcomes of research and experience of best practice
- provide equal access and fair treatment
- maximise access to external funding and resources.

Some additional principles need to guide our development of IYSS. These are that it should:

- Meet the standards set out in the statutory guidance for Positive Activities
- Meet the new IAG⁹ standards from the DCSF¹⁰
- Contribute to the Bracknell Forest 14-19 agenda
- Focus on early intervention and prevention with individuals and communities
- Work within local arrangements for the Common Assessment Framework (CAF), Lead Professional and information sharing and contribute to their future development
- Recognise the essential nature of much of the work that underpins the Youth Service and Connexions in that young people engage with these services voluntarily.

2 IYSS Components

- 2.1 Bracknell Forest aims to deliver an Integrated Youth Support Service in the target age range **to all young people**. 'Support' has a broad meaning: it does not imply just those who need targeted or specialist interventions. All young people need 'support' of one kind or another to access the full range of opportunities available to them. Universal services, primarily schools and youth provision, are there to meet the entitlement that all young people should be able to access. This includes those with particular needs or disabilities. Prevention and early intervention are aspects of the work of universal services and usually the route towards targeted or more specialist support. Through the extended services around schools programme that is developing in Bracknell Forest, opportunities for strengthening the kind of provision envisaged in IYSS exist.
- 2.2 The intention of targeted and specialist services is to secure a swift and effective return to mainstream provision, wherever this is possible: we know that in doing this we are likely to achieve the best outcomes for young people.
- 2.3 The following section focuses on the dimensions of IYSS and some examples¹¹ of progress in the past 12 months.

3 The Four Dimensions of IYSS

- 3.1 Each of the sections, 3.2 to 3.5 examines one of the dimensions in more detail. Each sets out our local understanding of the requirement, what IYSS will seek to deliver and finally what progress has been made towards putting this in place.

⁹ Information, Advice and Guidance

¹⁰ Department for Children, Schools and Families

¹¹ These are not exhaustive lists, but for illustrative purposes only. They do not include many of the features crucial to the delivery of IYSS that have been in place for some time.

3.2 Empowering young people: things to do, places to go.

How IYSS will deliver:

The IYSS will develop, promote and deliver services with young people and work with the local community to establish a broader range of opportunities for young people to engage in activities that excite, challenge and empower them. It will be guided by young people and will listen to them. Staff will work from young people's starting point and be committed to continuous needs assessment. All aspects of the service will operate on the principles of equity and fairness and will encourage progression, personal development and learning.

The service will:

- provide access to meeting places and projects – including:
 - services in our range of buildings and settings in the community
 - outreach, detached and mobile provision in communities where needed
 - a 'route' into voluntary, community and private sector provision
- offer opportunities to meet and relate to other people – including:
 - professionally qualified and/or experienced staff that are able to easily engage with young people;
 - new friends and their peers;
 - representatives of the world of work, training or learning;
 - staff within other service provider organisations;
 - decision-makers and other people who influence their communities.
- support the development of the extended services programme and link to it for the benefit of young people
- offer a menu of opportunities - that are fun, challenging, educative, new, varied in format and content and, where possible, lead to accredited outcomes. The opportunities will include:
 - focused/short term initiatives and projects (such as *Peace One Day*, local needs-led initiatives such as NRG, access to Positive Activities during school holiday periods);
 - longer-term initiatives and projects (such as Duke of Edinburgh's Award, ASDAN - Youth Achievement Awards etc)
 - residential activities;
 - access to Adventure Education
 - youth forums and/or schools councils;
 - volunteering opportunities;
 - work experience and/or work-related learning.
- opportunities will be promoted through
 - a local service directory, which will be accessible to all
 - a young person's website
 - the Connexions Centre on the High Street in Bracknell

- schools, colleges and youth centres

- provide and develop further innovative, managed, safe but challenging environments – where young people can experiment with behaviour and boundaries, test out their ideas for their future careers, gain an understanding of wider society and be able to develop their place within it.

Some examples of what we have done over the past 12 months:

- Enabled young people to contribute regularly to *Town and Country*
- Launched the *Xpresionz* website
- Updated our Voluntary Youth Organisations Directory
- Advertised opportunities through the Connexions Centre
- Piloted approaches that allow young people who do not access youth centres to access other community facilities (Great Holland's Talk Shop, Sandhurst Community Café)
- Provided holiday activities for a range of young people, ranging from those with moderate learning difficulties through to those at risk of social exclusion
- Worked with the Fire Service to run the Phoenix Project in Bracknell Forest
- Fostered links with Oakwood Youth Challenge

3.3 Young people as citizens: Making a contribution

How IYSS will deliver:

The IYSS will encourage even more young people to volunteer and become engaged in their communities. It will continue to develop and offer opportunities for young people to gain accreditation and recognition for their voluntary contributions. The service will also encourage voluntary and community sector partners to extend the range of voluntary opportunities they make available to young people and these will be more widely promoted to young people through a range of media. Older young people and adults will be encouraged to work with young people in a voluntary capacity.

The service will:

- encourage young people's involvement and participation – in:
 - recruitment and selection activities of staff that work with young people, the identification of service priorities and business planning, review, quality measures and monitoring processes
 - debate and engage young people with issues in their community
 - Youth Forums and other youth decision-making bodies (for example, Bracknell Forest CYPSP)
 - School Councils
 - assessment and awarding panels (for example, YOF/YCF panel);
 - direct provision of services to other young people (for example, Youth Work, Peer Mentors, Learning Mentors)
- offer targeted support to those young people who are not yet ready to participate in an effective way – including:

- support sessions and workshops focusing on building self confidence, developing social skills and emotional literacy
- one-to-one support
- focused support sessions which help young people to be more aware of their communities
- encourage more young people to take on volunteering activities – including:
 - community-based opportunities
 - The Duke of Edinburgh’s Award – service section
 - ‘V’
 - School Councils, forums and UK Youth Parliament
 - this, IYSS...
 - supporting other young people through mentoring, challenging and facilitating their engagement

Some examples of what we have done:

- Widened the involvement of young people in selection processes: all Connexions staff are interviewed by young people; similar practices are adopted elsewhere in the Education, Children’s Services and Libraries Department and in schools
- Bracknell Forest young people were part of the decision making over the awarding of the Connexions contract and a local young person is represented on the Connexions Berkshire Board
- Young People are involved in the annual assessment on the quality of the Connexions service
- An established practice of involving young people in volunteering within youth club provision, helping to deliver activities as well as making decisions about how projects operate
- Engaged young people in discussions about community matters, including issues around town centre regeneration
- Established a Peer Mentoring Project, *Safe to Learn* in three secondary schools to counteract potential bullying

3.4	Supporting Choices: Information, Advice and Guidance
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How IYSS will deliver:

The IYSS will ensure that all young people have access to impartial information, advice and guidance and support, so that they are able to make informed choices about their lives. This will be in line with national standards and will be provided in a wide range of settings, including dedicated Connexions Centre, schools and colleges, information points and a range of community settings such as libraries and sports/leisure/health centres. Elements of the service will be delivered by staff working in outreach and detached projects and they will encourage and guide young people to access the broader range of services available.

The service will work with a wide range of other agencies and organisations, particularly those within the voluntary and community sector to develop and

deliver a broader range of information services. The IYSS will also play a lead role in the establishment of 'information networks', which will signpost and make links across services providing guidance to support the development of young people.

Information, Advice and Guidance provided will meet the national quality standards specified by DCSF. A range of information and advice services will be available which will all aim to support young people into education, work and training. The service will also adopt the 'information sharing protocols' of the local authority to ensure that information which other agencies need to know about is passed on as appropriate. The IYSS will also develop and maintain the Client Caseload Information System (CCIS) specified by DCSF to ensure that accurate and up-to-date information on all young people informs the work of the service and partners and that the performance of the services can be robustly demonstrated. Schools, colleges, employers and training providers will be important clients of the service and will be supported to make appropriate opportunities available to young people.

The service will:

- provide a range of impartial information, advice, guidance and support directly to young people, using a variety of media – The range includes:
 - information to support transition at 'key' points – Year 9, 10, 11 and 12/13, specifically new opportunities opening up through 14-19 developments
 - general information to support effective decision making about future career choices
 - employment and work related learning opportunities
 - advice on benefits, funding, EMAs, childcare
 - personal development and safety, building confidence and self esteem
 - relationship issues
 - physical and emotional health issues
 - housing issues
 - substance misuse
 - sexual health and relationships
 - communication skills
- deliver one-to-one and group-based guidance services for young people – including:
 - school and college-based support for young people available at key transition points
 - careers guidance
 - specialist support for young people with special educational needs, who require transition plans as described in Section 140 of the Learning and Skills Act
 - employment and work-related learning opportunities
 - application and interview skills
 - development and publication of website and Connexions Direct.

- An Opportunity Service for young people in the community – including:
 - jobs and training available in the local area
 - learning opportunities in the local area
 - support sessions on 'job seeking skills' and related issues
 - outreach drop-ins, mobile, detached delivery, including IT-based IAG
- information and advice for parents and carers – including:
 - direct support to help them support their children through key transitions
 - attendance at parents evenings
 - drop-in facilities for parents/carers, including in public areas
 - closed, specialist parents evenings
 - development and publication of website and Connexions direct
 - specialist support for parents of young people with special educational needs, who require Section 140 agreements and/or transition plans.
- an information and advice service for employers and learning/training providers – including:
 - support for individual employers and training providers
 - access to a central vacancy unit and 'apprenticeships on-line'
 - co-ordination of careers fairs and employer events
 - 'Employer-link' weeks
 - development and publication of website and Connexions Direct and 24/7 access to information.

Some examples of what we have done over the past 12 months:

- Successfully re-tendered the Connexions Service with a specification that meets the requirements of IYSS in partnership with five other authorities in order to maintain a pan Berkshire service, meeting the needs of young people and benefiting from economies of scale
- 'After Care Service' with employers and young people for all those who are placed through Connexions and in particular those who are considered vulnerable
- Part time, full time, training and volunteering opportunities are advertised through the Connexions Centre;
- Vacancies matched to young peoples choices
- Outreach work with vulnerable young people in supported housing, YOS, Leaving Care Team, and Young Carers.
- Provided sexual health advice services tailored to the needs of young people, offering access to health service staff through a youth worker
- Consolidated NRG, a service aimed at NEET young people and those at risk of becoming NEET. The service offers IAG using youth work methodology.

3.5 All young people achieving: Reforming targeted support

How IYSS will deliver:

The IYSS will target those young people who are vulnerable, at risk of disengaging, who are not in education, employment or training (NEET) or in danger of becoming NEET and those who need particular personalised and intensive support. It will help them make a full contribution to their communities and make informed decisions about their lifestyle and future employment, training and/or learning. More bespoke support will be provided to young people who are: 'looked after' and those leaving care; young people from minority ethnic groups, including those who are travellers; those who live in areas of relative deprivation; those with special educational needs and/or disabilities; young parents; young carers and young offenders. Additionally, those young people who are identified as potentially under-achieving through lack of motivation or behavioural difficulties will be key priority groups for the service to develop and deliver bespoke services. The IYSS will develop and maintain a CCIS to ensure that accurate and up-to-date information on all young people informs the work of the service and ensures the number of young people who fall through the gaps is reduced.

The IYSS will also act as a conduit to a range of other more specialist services and will work closely with other partners in statutory and voluntary sectors to ensure that effective links and referral paths are put in place. The service will place emphasis on encouraging these young people to participate in personal learning and development and will celebrate the achievements of individual young people whenever this is appropriate.

The service will:

- Provide and/or broker a range of one-to-one or group-based tailored activities for these target groups – for example on:
 - anger management
 - effective parenting
 - reducing offending behaviours and substance misuse
 - promoting positive self-esteem, emotional wellbeing and assertiveness
 - preventative work on delaying sexual activity and substance misuse.
- work proactively in one-to-one and group settings with young people who are NEET or at risk of becoming NEET – through:
 - motivational strategies
 - employment opportunities, work shadowing and work 'tasters'
 - specific 'job-seeking' intensive support
- Positive Activities for Young People programmes which aim to engage particular young people in productive activities during school or college holiday periods;

- work with parents or carers – where there is evidence to suggest that they are not making a positive contribution to the development of young people, including:
 - parent support group work
 - family support group work
- offer advocacy and brokering services to support young people when this is needed including:
 - working with housing agencies to support young people in housing crisis
 - working with employers and training providers to offer opportunities for young offenders
- supporting less confident young people to express their thoughts on services and to have a voice with decision makers;
- working with partners regarding needs assessments, action planning.

Some examples of what we have done over the past 12 months:

- Established a *Portman Close Group* which is a planning group for this age range
- Established integrated care pathways for 11-16 year olds and 16 – 18 year olds with multi-agency, including CAMHS involvement
- Regular home visits by specialist PAs to NEET young people
- Appointed specialist PA resource to work with Care Leavers, Young Parents, Young Offenders, Travellers;
- Saturday and evening opening of Connexions Centre at appropriate times of the year.
- Linked the Pupil Referral Unit with NRG to provide a support mechanism for those who may become NEET post 16
- Provided targeted support for young people who are disaffected or are in danger of not attending school
- Provided one-to-one confidential counselling to some young people who have been excluded from school to help them address emotional issues which have been impacting on their behaviour
- Brought together key staff at Portman Close
- Developed CAF procedures across Bracknell Forest in a planned way

4 Delivering IYSS

- 4.1 For the new service to achieve its vision, it is vital that it engages young people in the determination of its shape, priorities and, in an ongoing basis on monitoring its delivery. Established mechanisms can enable this to happen. These include mechanisms that will enable the involvement of more vulnerable groups of young people, including those with LDD.
- 4.2 Partnership between the statutory, voluntary and private sectors is essential to making the opportunities available to young people both comprehensive and accessible. This will include looking at those barriers that have previously

been raised by young people such as affordability and transport availability. The Children's Trust will provide a forum in which this can be achieved.

- 4.4 Appendix 1 sets out the contributors to the service. In line with the principles of *Every Child Matters*, access will be primarily, but not exclusively through universal services. Much progress has been made in developing extended schools in Bracknell Forest and other universal provision is well embedded in the Borough.
- 4.5 The Youth Service and Connexions clearly have a major role to play. Both offer universal and targeted services to young people within Bracknell Forest. Both have a role in each of the four dimensions of service and specific responsibilities within them. They have a long history of working together and we have deliberately co-located them at Portman Close from September 2007. Within the new service, the Youth Service element will have the key role in terms of coordinating Dimensions One and Two, the Connexions element of the service will lead on Dimension Three. Both will play a part in Dimension Four.
- 4.6 Arrangements for coordinating Dimension Four are still under consideration. Many other services relevant to this as shown in Appendix 2 are also located at Portman Close, which has been commissioned as the base for IYSS. Existing referral mechanisms will be streamlined – CAF and the Integrated Care pathways that are being piloted will be key to this. Opportunities for young people and parent/carers to refer need to be explored.
- 4.7 The Council is currently undergoing a process of organisational change. In this context we will appoint a Head of Integrated Youth Support Services with effect from 1 April 2008. This post will have the lead for coordinating delivery of the whole service as well as responsibility for the Youth Service.
- 4.8 In order to support the service in future we will rationalise the groups that are currently working within this area, namely the *Pathways to Success Group*, the *Young People's Group* (CDRP/DAAT) and the *Portman Close Group* as soon as possible.

5 Conclusion

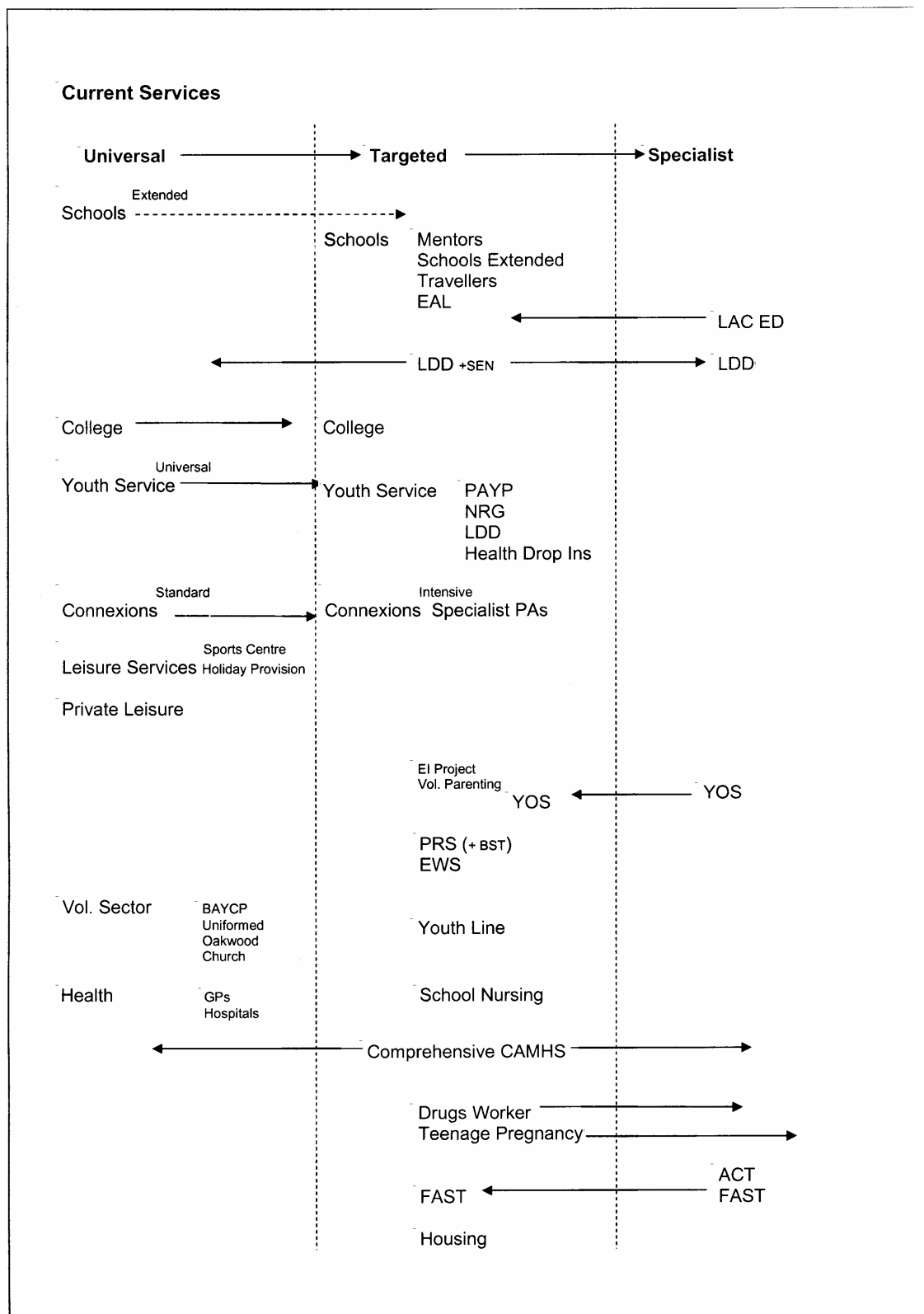
- 5.1 Integrated Youth Support will be delivered as part of the overall Children's Trust arrangements in Bracknell Forest. A recent document, *Creating Integrated Youth Support and Development*¹² uses an appropriate way of describing what we are seeking to achieve:

¹² *Creating Integrated Youth Support and Development – a joint statement from the National Youth Agency, The Association of Principal Youth and community Officers, The National Association of Connexions Partners* published by the NYS, May 2007

One useful metaphor is that of a good- quality department store:

- At strategic level, delivery of a single vision is driven by a unified management working through common operational principles and standards, and strong and consistent performance management;
- On offer is a range of choices and options, each delivered by a team of appropriately skilled and experienced professionals;
- The distinct 'departments' are linked together by clear signposting, with common systems and processes behind the scenes;
- All staff take responsibility for the 'whole customer' and her/his needs, no matter in which department the customer happens to be; and
- The bottom line in terms of performance for young people is clear for all to see.

In the case of IYSS, some of the 'departments' will be in separate locations and may be led by different agencies, and inevitably some locations will have more activities and opportunities on site. But there will be links between them all, and from a young person's perspective they will each be part of a coherent whole that is easy to navigate.



Appendix 6

Current expressions of interest in delivering Diplomas (June 2008)

Phase 1 Gateway application in 2008 – delivery from 2010

Diploma	Provider	Pre – 16	Post -16
Construction & Built Env.	B & W College	L1 & L2	
Engineering	B & W College	L1 & L2	
Hair & Beauty	B & W College	L1 & L2	L1
IT	Brakenhale	L1 & L2	L2 & L3
	Garth Hill, Sandhurst	L1 & L2	L1, L2 & L3 L2
Society Health & Dev.	B & W College	L1 & L2	L1, L2 & L3
	Garth Hill	L1 & L2	L1, L2 & L3
Hospitality	B & W College	L1 & L2	L1, L2 & L3
	Garth Hill	L1 & L2	L1, L2 & L3
	Sandhurst	L2	
Business Admin. & Fin.	Edgbarrow	L2	L2 & L3
	Ranelagh		L3
	B & W College	L1 & L2	L1 & L2
Sports & Leisure	Easthampstead Park	L1 & L2	L2 & L3

– delivery from 2011

Construction & Built Env.	B & W College		L2 & L3
Engineering	B & W College		L2 & L3
Hair & Beauty	B & W College		L2 & L3

Phase 2 Gateway application in 2009 – delivery from 2011

Diploma	Provider	Pre – 16	Post -16
Creative & Media	B & W College	L1 & L2	L2 & L3
	Brakenhale	L1 & L2	L2 & L3
	Edgbarrow	L1 & L2	L2 & L3
	Easthampstead Park	L1 & L2	L2 & L3
	Garth Hill	L1 & L2	L2 & L3
	Ranelagh		L2 & L3
	Sandhurst	L2	L2
Sports & Leisure	B & W College		L2 & L3
	Sandhurst	L1 & L2	L2 & L3
Retail	B & W College	L1? & L2?	
Business Admin/Fin	Brakenhale	L2	L2 & L3
	Edgbarrow		L3
IT	Edgbarrow	L2	L3

Phase 3 Gateway application in 2010 – delivery from 2012

Diploma	Provider	Pre - 16	Post - 16
Public Services	B & W College	L1 & L2	L2 & L3
Travel & Tourism	B & W College Sandhurst	L1 & L2 L1 & L2	L2 & L3 L2 & L3
Land Based & Env.	Berkshire College of Ag	L1 & L2	L2 & L3
Retail	B & W College		L2 & L3
Creative & Media	Sandhurst		L3?

Phase 4 Gateway application in 2011 – delivery from 2013

Diploma	Provider	Pre - 16	Post - 16
Manufacturing & PD	Edgbarrow Garth Hill	L1 & L2 L1 & L2	L3 L2 & L3
Science	Sandhurst	L1 & L2	L3
Humanities	Ranelagh Easthampstead Park	L2? L1 & L2	L3? L2 & L3
Languages	?		

Appendix 7

Quality Standards for Young People's Information, Advice and Guidance (IAG) – DCSF October 2007

Extract from the Foreword

'In a complex and changing world all young people need access to good quality, comprehensive and impartial Information, Advice and Guidance (IAG). They need good IAG to help them make the right learning and career choices so that they can succeed in work, and they need it to help them find answers to questions and issues that arrive in their personal lives. For individuals good quality IAG can make the difference between happiness and misery: between success and failure.'

'In 2004 the Government took the decision that Local Authorities should be handed the responsibility for commissioning and managing IAG services in their areas. This gives them the opportunity to integrate IAG with the wider youth support service which they manage. The new arrangements will be fully in place from April 2008.'

'The announcement to transfer responsibility and funding to Local Authorities was accompanied by a commitment to define, through a set of 'quality standards', our expectations of the service that Local Authorities should make available to young people.'

Extract from the Introduction and Purpose

'These quality Standards have been written to support the development of consistently high quality and impartial information, advice and guidance services across the country. They do this by providing a framework for planning, managing and reviewing information, advice and guidance services in a locality, in a coordinated way.'

'" Information, Advice and Guidance" is a key element of Local Authority integrated youth support services. It is an umbrella term. It covers a range of activities and interventions that help young people to become more self-reliant and better able to manage their personal and career development, including learning.'

'It includes:

- the provision of accurate, up to-to-date and objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and advice and how to access it
- the provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation
- the provision of impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress
- support provided to learning providers to review and develop their programmes of careers education and personal development in the curriculum'

The Quality Standards

'There are 12 quality standards, each with evidence indicators which performance against the standards can be assessed. In short they set out our expectations that:

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need
2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
3. Young people have the information they need to make well-informed and realistic decisions about learning and career options
4. Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
8. Information, advice and guidance providers understand their roles and responsibilities
9. Programmes of career and personal development for young people are planned and provided collaboratively
10. Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development
11. Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings
12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people

Responsibility for the delivery of the standards falls to Local Authorities, learning providers and external information, advice and guidance providers working together collaboratively under the leadership of the Local Authority.'

The complete copy of the standards is available to download from the CEGNET website at www.cegnet.co.uk. An online user guide is also available at this address.