



SHEFFIELD CITY COUNCIL Cabinet Report

Report of: Executive Director, Children, Young People and Families

Date: 18 December 2013

Subject: **Raising the Participation Age:** increasing post-16 participation in education and training in Sheffield

Author of Report: Dee Desgranges– 2296140

Summary:

The Raising of the Participation Age legislation came into force in September 2013. As a consequence, young people must remain in education or training until age 17 from 2013 and until age 18 from 2015.

This report sets out the new statutory responsibilities that fall to Sheffield City Council as a consequence of the legislation and the measures taken by the Children, Young People and Families portfolio and its partners in the city to prepare for these.

Reasons for Recommendations:

Implementing the RPA is now a statutory duty.

Recommendations:

It is recommended that Cabinet:

- notes the new and statutory obligations to which the City Council is subject as a result of the Raising the Participation Age legislation
 - notes the measures taken to date by the city's *Learning for Life* partnership to prepare for the Raising of the Participation Age
 - approves the 2013-2020 post-16 participation targets set out in this report
 - requests a further report to be presented, by April 2014 seeking approval for the city's new 14 -24 Strategy.
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Background Papers:

Category of Report: OPEN

If Closed add – ‘Not for publication because it contains exempt information under Paragraph... of Schedule 12A of the Local Government Act 1972 (as amended).’

Statutory and Council Policy Checklist

Financial Implications
YES Cleared by: Laura Pattman
Legal Implications
YES Cleared by: Nadine Winter
Equality of Opportunity Implications
YES Cleared by: Raphael Richards
Tackling Health Inequalities Implications
NO
Human rights Implications
NO:
Environmental and Sustainability implications
NO
Economic impact
YES
Community safety implications
NO
Human resources implications
YES
Property implications
NO
Area(s) affected
All
Relevant Cabinet Portfolio Leader
Cllr. Jackie Drayton
Relevant Scrutiny Committee if decision called in
Children, Young People and Families
Is the item a matter which is reserved for approval by the City Council?
NO
Press release
NO

Raising the Participation Age: *increasing post-16 participation in education or training in Sheffield*

1. Summary

- 1.1 The Raising of the Participation Age (RPA) legislation came into force in September 2013. As a consequence, young people must remain in education or training until age 17 from 2013 and until age 18 from 2015.
- 1.2 This paper sets out the new statutory responsibilities that fall to Sheffield City Council (SCC) as a consequence and the measures taken by the Children, Young People and Families portfolio (CYPF), with partners in the city, to prepare for these.

2. What Does This Mean for Sheffield People

The UK needs a more highly skilled workforce to enable it to compete in the global economy. It is estimated that by 2020 there will be three million fewer lower skilled jobs in the UK than there are today. As a consequence of remaining in education or training until the age of 18, the intention is to increase the number of young people who achieve higher level qualifications and the levels of literacy, numeracy and communications that employers demand. This not only gives our young people a better chance of securing a job and sustaining a career in an increasingly competitive labour market, but also improves the skills levels of the emerging labour force and as such contributes to the growth of the local economy.

3. Outcomes

- 3.1 The outcome by which SCC will be measured by DfE will be the number of 16 and 17 year olds participating in an RPA eligible activity. DfE will monitor and report on the level of post-16 participation among those 16 year olds completing Key Stage 4 in every school and academy.
- 3.2 In addition, RPA is designed to promote fairness and equal access to post-16 education and training on the part of all 16 year olds regardless of their prior level of attainment, or the progress that they have made during compulsory schooling. SCC and the city's provider network of sixth form schools, colleges and work-based learning providers are required to work together to ensure that there are adequate and sufficient places in learning, or employment with training for all of the city's teenagers. The local authority is required to make every effort to retain 16 and 17 year olds in some form of learning with a view to them achieving a Level 3 qualification (equivalent to at least two A levels), or a level of achievement commensurate with their ability.
- 3.3 This means it becomes the statutory responsibility of SCC to ensure that every 16 year old in the city has the offer of a place in post-16 education or training (known as the September Guarantee) and that it organises its services in such a way that it can identify those young people most likely to disengage from education or training at 16 or 17 and take action to prevent this. The objective of both central government and SCC is, therefore, to drive down the number of 16-18 year olds who are Not in Education, Employment or Training (NEET), amongst whom the most vulnerable and disadvantaged of young people are over-represented. In achieving this goal SCC will significantly

improve the life chances and help break the cycle of low aspiration, low skills levels, reduced employment prospects and inter-generational poverty that besets so many young people who become NEET.

4. Background

4.1 The RPA Legislation

The Education and Skills Act of 2008 legislates that all young people must remain in learning or training to age 17 in 2013 and to age 18 by 2015.

As the Minister of Skills has stressed recently, this does not necessarily mean staying on at school and he regrets that the media tend to characterise RPA as the raising of the school leaving age. RPA requires local authorities to ensure that the range and level of post-16 education or training available to its 16 and 17 year olds is adequate and sufficient to meet the widest range of abilities, aspirations and preferred styles of learning. This encompasses:

- full time education – school, academy, FE, home education
- work based learning – an apprenticeship
- part-time accredited education or training for the equivalent of one day a week if employed, self-employed or volunteering for more than 20 hours per week.

4.1.1 The Duty on Local Authority is to:

- enable and encourage the effective participation in education or training of young people resident within its boundary
- make arrangements to identify young people not participating – i.e. maintain a post-16 tracking system.

Whilst there is an expectation that a local authority will seek to employ all means of maintaining all 16 and 17 year olds in education and training and it will be measured by DfE accordingly, there is, as yet, no statutory obligation on the local authority to require young people to participate in learning or to penalise their parents or carers if this does not happen. However, the possibility of enforcement will be reviewed annually by government from 2014.

4.1.2 The Duty on learning providers is to:

- promote good attendance of 16 and 17 year olds
- inform the local authority support services if a young person has dropped out so that they can be contacted promptly and offered support.

4.1.3 The Duty on employers is to:

- ensure that any 16 or 17 year old that they employ is enrolled on some form of accredited training
- agree reasonable hours of work to allow access to training.

Employers are not responsible for monitoring attendance in learning.

4.2 The National Reporting Measures

From 1 April 2013 DfE has reported young people aged 16 and 17 as one of the following:

- Participating in education or training, as defined by the categories set out in 4.1 above
- In re-engagement provision with an agreed start date in education or training
- Receiving support through the Youth Contract. The Youth Contract is designed to re-engage those 16-17 year olds without two good GCSEs, those who are looked after or care leavers; those leaving custody and those serving community sentences
- Unavailable for learning – e.g. pregnant, ill, or in custody
- Not meeting the duty to participate and therefore Not in Education Employment or Training

4.2.1 Every school and academy will be measured against the level of participation in post-16 education or training of those young people completing Key Stage 4 regardless of where those young people opt to study or train after the age of 16. This level of post-16 participation by school or academy will be published as the institution's 'destination measure'. The count will be taken in the March after that cohort has completed Key Stage 4. If a young person in this cohort is recorded as having not participated in education or training between September and March they will be recorded as NEET.

4.2.2 In preparation for the publication of the destination measure in March 2014, schools and academies have been receiving locally calculated data which shows where their Key Stage 4 leavers are after one and two years.

4.2.3 The initial destination data for Sheffield shows that progression at 16 is good, but at 17 less so. This reflects the national picture and this is our real RPA challenge.

4.3 Sheffield's RPA Strategy

4.3.1 Lifelong Learning, Skills and Communities (LLSC) has, through the city's *Learning for Life* partnership, led on the design of Sheffield's RPA plan. As such, it has worked with other services in the City Council and with partners from schools, academies, colleges, training providers, Sheffield Futures and the voluntary and community sector to organise a determined and coordinated city-wide response to the issues posed by RPA.

4.3.2 An RPA steering group, which has included an elected member, has overseen the work to date and monitored the progress towards increasing post-16 participation in the city.

Some examples of progress against the plan include:

Pre-16 NEETS prevention work:

- **Developing the RONI** (risk of NEET indicator) – this has been adopted by all of Sheffield’s schools and academies. Community Youth Teams meet with every school and academy in the city on a termly basis to agree the support that will retain in learning those young people identified as being ‘at risk’ through the RONI.
- **Commissioning of the Vocational Skills Programme** – CYPF’s Extended Curriculum Team brokers and quality assures, on behalf of schools and academies, courses and qualifications at college or with other training providers for those Key Stage 4 learners most likely to benefit from applied learning, or where they have a well-defined vocational ambition, or where they are judged to be most likely to disengage from classroom-based learning.
- **Co-producing bespoke provision with schools** for those Key Stage 4 learners least likely to progress: e.g. The Sheaf Challenge where, at the City Council’s own Sheaf Training centre, school teachers and Sheaf trainers have worked together to develop project-based learning.
- **Using UCAS Progress**, the city’s on-line post-16 applications process used by all schools, colleges and academies, to help young people plan their progression, to track applications and to target support from Community Youth Teams at those who have not taken up post-16 opportunities.
- **Raising awareness of RPA** with wider stakeholders e.g. social care, foster carers.

Post-16 Engagement and Retention:

- **Providing a post-exam clearing event** where school leavers who are unplaced, or who have not achieved the GCSE results that they expected can meet face to face with learning providers and enrol on courses there and then.
- **Using the Community Youth Teams** to contact, support and encourage back into post-16 education or training those young people who have become NEET.
- **Creating tutor -mentor roles in the Sheffield College** to track and support vulnerable learners and those judged most likely to drop out.
- **Organising a post-16 provider network** to develop progression pathways for school leavers and to participate in the ‘**managed moves**’ process where young people who wish to, or who are required to change their course or provider can be supported in finding a suitable alternative.
- **Delivering the Sheffield 100 programme** where the City Council, annually, brokers an apprenticeship and a 50% wage subsidy to the employer for 100 of the most vulnerable and disadvantaged young people in the city who would otherwise be least likely to access a job with training.
- **Offering targeted re-engagement programmes** to encourage the progression to post-16 courses for those groups least likely to take up post-16 learning and therefore most over-represented in the NEETs cohort i.e. care leavers, young carers, young offenders, teen parents and some BME groups.

- **Growing the range and volume of provision in the city for young people with learning difficulties and disabilities (LLD)**, particularly those with emotional or behavioural difficulties where provision is lacking, thereby reducing the need for out of city placements and also discharging the local authority's new statutory duty to plan for the provision of appropriate opportunities for LDD learners up to the age of 25.
- **Agreeing information and data sharing protocols** with post-16 providers so that those dropping out, completing a shorter course or changing provider can be properly tracked and supported if they are in danger of becoming NEET.
- **Undertaking 'deep dives'** into the NEETs cohort so that officers and partner organisations can learn from disengaged young people about their experience and the real or perceived barriers to learning or work that they face, with a view to this work informing service redesign.

4.4 The Impact

- 4.4.1 In preparation for RPA, DfE has begun to issue an annual statistical release of the participation data for 16 and 17 year olds (see the table below). The first of these, published in July 2013, shows Sheffield, with 87.3% post-16 participation in education and training in 2012. In this the city is performing comparatively well against statistical neighbours, where it is ranked 5th, and core cities where its level of participation is exceeded only by Leeds and Liverpool. It is notable that Sheffield has, by far, the highest proportion of young people pursuing apprenticeships when compared with statistical neighbours and core cities which, it might reasonably be suggested, reflects the considerable efforts that the city has made to build vocational pathways from Key Stage 4 onwards and which bodes well for its ability to support business growth and the re-balancing of the local economy.

Sheffield City Council	Number of 16/17 year olds known to the LA	Proportion of 16 and 17 year olds recorded as participating in:					Change in year		Current activity not known to the LA
		Full time education and training	Apprenticeship	Employment with training	Other	Total			
ENGLAND	1,162,170	81.1%	4.1%	0.9%	2.4%	88.4%	1.1%	↑	4.0%
Leeds	15,360	78.9%	5.0%	1.8%	3.8%	89.5%	1.9%	↑	2.4%
Dudley	7,320	80.1%	4.3%	1.2%	2.2%	87.8%	-0.6%	↓	4.8%
Plymouth	5,790	77.6%	7.9%	0.7%	1.6%	87.7%	1.7%	↑	1.6%
Peterborough	4,620	79.5%	3.0%	1.4%	3.5%	87.4%	0.1%	→	1.4%
Sheffield	11,330	74.4%	7.8%	0.7%	4.4%	87.3%	2.5%	↑	3.3%
Southampton	4,530	81.0%	3.7%	0.4%	1.8%	86.9%	1.9%	↑	4.3%
Portsmouth	3,980	82.6%	2.1%	0.3%	1.7%	86.6%	1.3%	↑	2.6%
Rotherham	6,470	74.2%	6.7%	2.0%	3.5%	86.5%	0.2%	→	2.4%
Tameside	5,580	79.2%	2.6%	0.3%	2.7%	85.0%	-1.8%	↓	7.0%
Telford & Wrekin	3,940	78.3%	1.7%	0.8%	4.2%	84.9%	5.3%	↑	5.9%
Derby City	5,750	72.6%	0.6%	0.3%	3.9%	77.5%	-1.7%	↓	11.6%
CORE Cities									
Leeds	15,360	78.9%	5.0%	1.8%	3.8%	89.5%	1.9%	↑	2.4%
Liverpool	10,460	76.6%	5.6%	0.9%	4.4%	87.5%	1.5%	↑	2.9%
Sheffield	11,330	74.4%	7.8%	0.7%	4.4%	87.3%	2.5%	↑	3.3%
Nottingham	6,270	77.5%	5.2%	1.3%	3.3%	87.2%	1.2%	↑	3.6%
Manchester	10,030	81.4%	2.5%	0.2%	2.6%	86.7%	2.4%	↑	4.0%
Newcastle	5,790	76.6%	3.5%	3.5%	2.5%	86.2%	3.3%	↑	2.3%
Bristol	7,710	75.5%	4.9%	0.6%	1.8%	82.8%	-2.7%	↓	7.6%
Birmingham	26,150	76.4%	2.4%	0.3%	2.7%	81.9%	-6.3%	↓	11.4%

(Draft June 2013)

4.4.2 In addition and separately, DfE publishes annual statistics for the number of 16-18 year olds who are NEET. The latest figures, published in June 2013 and set out in the table below, show that at 7.2% Sheffield now has the lowest level of NEETs ever recorded in the city. Whilst there is no room for complacency, in that the city's NEETs level is still 1.3 percentage points above the national average, the proportion of young people who are NEET in Sheffield is now in line with the average for its statistical neighbours and is better than the average for the core cities. This suggests that the robust prediction mechanisms in schools and colleges, effective tracking, high quality support to those at risk of NEET offered by the new, multi-agency Community Youth Teams and the mentors in the Sheffield College, plus a broad, relevant and motivating learning offer organised by providers have all combined to reduce disengagement.

4.4.3 Moreover, the fact that the proportion of 16-18 year olds that are no longer in contact with youth services and are therefore recorded as 'Not Known' is much lower in Sheffield than the averages nationally, for statistical neighbours and for the core cities is a clear indication of our ability to engage, track and maintain a relationship with some of the our most challenging and vulnerable young people. Maintaining contact with the NEETs cohort and consequently shaping learning and support that meets individual need will be a critical ingredient in any formula for meeting the challenge of full participation and Sheffield is therefore relatively well placed to meet this challenge.

16-18 year olds recorded at NEET, Not Known or In Learning, based on academic age Y12 – Y14, (June 2013)

	16-18 (Y12-Y14) NEET	16 - 18 (Y12-Y14) Not Known	16 - 18 (Y12-14) In Learning
England	5.9%	7.2%	80.9%
Sheffield	7.7%	5.4%	80.0%
Statistical Neighbours	7.7%	9.0%	77.5%
Core Cities	7.8%	10.2%	78.2%

4.4.4 Together these figures give us a baseline to measure progress against the participation theme of the city’s refreshed 14-24 Strategy in which the next phase of the work to meet the RPA challenge will be set out. This strategy will extend its age range from 19 to 24 years to reflect not only the local authority’s new responsibilities with regard to LDD learners but also to reflect a determined focus on 18-24 youth unemployment. Establishing a continuity of approach for those 14-24 year olds most likely to disengage from education, training, and then employment, is important because many of those young people whom agencies currently fail to maintain in learning up to the age of 18 often join the ranks of the long-term unemployed thereafter or survive in low paid, fragile employment with few career prospects. It is therefore to ensure continuity and coherence in our approach that the city’s *Learning for Life* partnership has assumed responsibility for not only delivering on the RPA challenge but also that of youth unemployment.

4.4.5 However, just as full employment does not mean that every adult will be in work, but recognises that personal circumstance or timing will always mean that some people will not be in employment even when economic conditions are optimal, then it is also the case that it is unrealistic to assume that every single 16 -18 year old will be in education or training even when perfect conditions pertain. There will be a number of young who are taking a temporary break from learning e.g. pregnancy, illness or care duties and a percentage of young people who are unavailable, who are changing their courses and others who will not engage despite our best endeavours. Moreover, some of the cohort, in the absence of a mandatory system for raising the participation age, will inevitably be attracted to full-time, paid employment without training as they approach adulthood. As a consequence, the city has set itself an aspirational and very challenging combined target of 96% participation for 16 and 17 year olds by 2020. This requires the City Council and its partners to maintain in education or training over a 1,000 of the most vulnerable and challenging teenagers in the city who do not currently participate in post-16 learning.

4.4.6 The 14-24 Strategy will set out our approach designed to build on what we know works and to achieve stretching but realistic and incremental improvements in performance between 2013 and the end of the decade. Our annual targets for an incremental improvement in post-16 participation in Sheffield are set out below:

Participation targets for Sheffield for academic age Y12 and Y13 in Sheffield 2013-2020 inclusive

	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %	2020 %
Y12	90.5	91.5	93	95	95.5	96	96.5	97
Y13	85.5	86.5	88.5	90.5	92	93	94	95
Y12 &13	88.0							96

5. Financial Implications

- 5.1 No additional funding for delivering the challenges of RPA has been forthcoming from government. Indeed, the strategy developed by partners in Sheffield assumes that the resources available to us will reduce, not increase in the foreseeable future. This makes these challenges that much more considerable.
- 5.2 A particular financial issue relates to the fact that a number of educational, health and support services for young people have traditionally focused on the 0-16 age range. Some of these services will now be required to extend their age range with no additional resources being readily available for this purpose. Examples of this would include Educational Psychology, CAMHS (mental health) and the virtual school for looked after children.
- 5.2 This is not just an issue for local authorities. No additional funding has been made available to learning providers for increasing the number of young people with whom they must work to achieve full participation. The problem is compounded by changes in the national funding methodology for the academic year beginning in September 2013, which, in effect, stretches existing training resource even further. Moreover, all 16-18 year olds in post-16 education (except apprenticeships) must now participate in a full-time study programme of 540 hours in total. Any learners who join programmes late or who do less than 540 hours, are classed as part-time and do not attract the full standard learner value. This could militate against the flexible starts or shorter programmes that best serve the needs of some disengaged young people.

6. Managing Risk and Governance

- 6.1 The 14-19 Strategy, and the RPA Plan that is incorporated within it, is overseen by the city's *Learning for Life* partnership and the design and delivery of this strategy has been undertaken by representatives of the local authority, colleges, training providers and support agencies, such as Sheffield Futures as represented in the RPA Steering

Group. This group reports to the *Learning for Life* partnership. The latter meets monthly, is chaired by the Director of Lifelong Learning and Skills and addresses progress, performance, risk and communication using the City Council's project management framework.

7. Legal Implications

There are no additional legal implications for the City Council beyond the statutory obligations for local authorities set out in this paper. However, the annual review, from 2104 onwards, by government of the advisability of conferring enforcement powers on local authorities could change this in the future.

8. Human Resources Implications

There are no immediate human resource implications arising from this report.

9. Consultations

9.1 Stakeholders in 14-19 learning, including schools, colleges, academies, training providers and support agencies, have been consulted through a city-wide RPA summit at which the draft RPA Plan was considered and through existing governance structures in the city including the Senior Leaders Group where all schools and academies are represented and the city's *Learning for Life* partnership.

9.2 A magazine outlining the implications of the RPA legislation and the range of education and training pathways that will be available to teenagers was circulated, whilst they were still in Y9 and Y10, to all of those students who would be the first to be affected by the legislation.

9.3 All stakeholders, including young people, will continue to be consulted as the city's refreshed 14 -24 Strategy is drafted.

10. Economic Impact

As a consequence of remaining in education or training until the age of 18, the number of young people who achieve higher level qualifications is likely to increase and the levels of literacy, numeracy and communications that employers demand are likely to improve, giving our young people a better chance of securing a job and sustaining a career in an increasingly competitive labour market.

11. Equality of Impact Implications

An Equality Impact Assessment has been undertaken in relation to the changes outlined in the report and this is appended.

12. Alternative Options

RPA is statutory with new duties conferred on the local authority. No alternatives are available.

13. Recommendations

It is recommended that Cabinet:

- notes the new and statutory obligations to which the City Council is subject as a result of the Raising the Participation Age legislation
- notes the measures taken to date by the city's *Learning for Life* partnership to prepare for the Raising of the Participation Age
- approves the 2013-2020 post-16 participation targets set out in this report
- requests a further report to be presented, by April 2014 seeking approval for the city's new 14 -24 Strategy.

Sheffield City Council Equality Impact Assessment



[Guidance for completing this form is available on the intranet](#)

Help is also available by selecting the grey area and pressing the F1 key

Name of policy/project/decision: Raising the Participation Age

Status of policy/project/decision: Existing

Name of person(s) writing EIA: Dee Desgranges

Date: 16 August 2013

Service: Lifelong Learning Skills & Communities

Portfolio: Children, Young People and Families

What are the brief aims of the policy/project/decision?

This summer sees the Raising of the Participation Age (RPA) legislation implemented. Young people must remain in learning or training until age 17 this year and until age 18 by 2015. Young people from disadvantaged backgrounds are disproportionately represented in the Not In Education Employment or Training (NEETS) cohort for whom low skills means economic and social inclusion.

RPA is about fairness, equity and cohesion; breaking into cycles of worklessness and poverty.

The Local Authority now has a statutory duty to ensure that all young people are participating in learning or training beyond age 16 and to particularly support those most vulnerable to disengaging early.

Are there any potential Council staffing implications, include workforce diversity? No

Under the [Public Sector Equality Duty](#), we have to pay due regard to: "Eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations." [More information is available on the council website](#)

Areas of possible impact	Impact	Impact level	Explanation and evidence (Details of data, reports, feedback or consultations. This should be proportionate to the impact.)
Age	Positive	High	The RPA legislation comes into force summer 2013. Young people will be required to continue in education, training or employment until the end of the academic year in which they turn 17. From 2015 young people will be required to continue until their 18 th birthday. Staying in learning or training longer will improve their skills levels and therefore their potential employability and earning power.
Disability	Positive	High	New provision is being developed in the city to better meet the needs of young people with learning difficulties and/or disabilities between the ages of 16 - 24. This is being led by Lifelong Learning, Skills & Communities in partnership with the Special Schools, the Sheffield College and other providers across all sectors.
Pregnancy/maternity	Positive	High	For a short period immediately before and immediately

Areas of possible impact	Impact	Impact level	Explanation and evidence (Details of data, reports, feedback or consultations. This should be proportionate to the impact.)
	Neutral		after giving birth, young women will be counted technically as 'taking a break from learning' . They will be encouraged back into learning through specifically designed programmes and encouraged to apply to the Care to Learn Bursary for financial support.
Race	Positive	Medium	At present BME participation post 16 is on a par with the whole population, however some groups are over represented in the NEETS cohort. Work will be targeted to engage communities where participation is low particularly in increasing the number of apprenticeships taken up in apprenticeship
Religion/belief	Neutral	Low	Patterns of learning can be created to account for religious commitments
Care Leavers	Positive	Medium	All young people will be required to participate – see action plan
Sex	Neutral	Low	All young people will be required to participate – see teen parents short exception above
Sexual orientation	Neutral	Low	All young people will be required to participate
Transgender	Neutral	Low	All young people will be required to participate
Financial inclusion, poverty, social justice, cohesion or carers	Positive	Medium	The engagement of young people and the provision of pathways into further learning, training and employment will have a positive economic impact on the city's economy and the life chances of its most vulnerable and disadvantaged residents.
Voluntary, community & faith sector	Neutral	Low	There is no anticipated impact however we are working closely with these sectors to keep them informed of recent changes and implications of RPA. A number of third sector organisations actively deliver educational programmes to meet the RPA requirements.
Other/additional: Carers	Positive	Medium	Participation of this cohort is dependent on whether the individual identifies themselves as a carer. Work is being undertaken with the Young Carers Strategy Board and with young carers themselves to ensure that their caring commitments are known and respected by post 16 providers.
Other/additional: Young Offender	Positive	Medium	Under RPA legislation, young offenders in custody will be classed as participating in a form of education or training but will still be 'unavailable' to the labour market. Targeted transition work will be undertaken to ensure that participation is achieved

Overall summary of possible impact (to be used on EMT, cabinet reports etc):

The Raising of the Participation Age legislation, and city's learning partnership response to it, is anticipated to have a positive impact on young people especially those who are vulnerable find it hard to engage with or remaining in learning or training beyond age 16.

If you have identified significant change, med or high negative outcomes or for example the impact is on specialist provision relating to the groups above, or there is cumulative impact you **must** complete the action plan.

Review date: July 2014 **Q Tier Ref** **Reference number:** n/a

Entered on Qtier: No **Action plan needed:** This will be included in the the 14 -24
 Strategy For Sheffield

Approved (Lead Manager):Dee Desgranges **Date:** 16th August 2013

Approved (EIA Lead person for Portfolio): Raph Richards **Date:** 21 August 2013

Does the proposal/ decision impact on or relate to specialist provision: No

Risk rating: Low

Action plan

Area of impact	Action and mitigation	Lead, timescale and how it will be monitored/reviewed
All groups	Ensure that all communications relating to the RPA legislation are inclusive of all vulnerable groups	Dee Desgranges via Achievement, Progression and Participation Group reporting to Learning for Life partnership
All groups	To ensure that design and delivery of commissioned programmes are based on both qualitative and quantities analysis, focusses on positive outcomes and encourages participation	Dee Desgranges via Achievement, Progression and Participation Group reporting to the Learning for Life partnership
All groups	Ensure that externally commissioned organisations have relevant equal opportunities policies and practices in place and that key delivery partners have undertaken any relevant equality and diversity training.	Dee Desgranges via Achievement, Progression and Participation Group reporting to the Learning for Life partnership
All groups	The established city wide Vulnerable Young People’s group continues to formulate strategies and practices to meet the needs of the most vulnerable by working through partnership solutions and devising holistic packages. Participation rates by vulnerable group will continue to be tracked and monitored on a quarterly basis through a performance management framework.	Dee Desgranges, Vulnerable Young People’s Sub Group reporting to the Learning for Life partnership
Pregnancy/maternity	Providers will be encouraged to ensure access to childcare is available where possible	Dee Desgranges, Vulnerable Young People’s Group via Learning for Life partnership
Care Leavers	Services in CYF are contributing to the development of the NCAS Care2Work plan to	Dee Desgranges, Post 16 Vulnerable Young People’s

Area of impact	Action and mitigation	Lead, timescale and how it will be monitored/reviewed
	work together to ensure that support services are galvanised around the specific needs of this cohort.	Group
All groups	The Statement of Need – a strategic analysis of the sufficiency of provision is undertaken annually	Alex Sutherland, Learning for Life partnership

Approved (Lead Manager): Dee Desgranges **Date:** 17 August 2013

pproved (EIA Lead Officer for Portfolio): Raph Richards



Date: 21 August 2013

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