



Strategy for Post-16 Kent, 2025-26

Purpose: Our goal is to define a comprehensive post-16 “area offer” across Kent, ensuring clear and inclusive pathways for all young people. This includes:

- Vocational Study Programmes
- Colleges
- Sixth Forms
- Apprenticeships
- SEND-specific provision

We will co-design this offer with input from schools, Multi-Academy Trusts (MATs), colleges, training providers, employers, and wider stakeholders.

The strategy complements the Local Authority’s statutory duties:

- **Sufficiency:** Ensure adequate education and training for young people aged 16–19, and those aged 19–25 with an Education, Health and Care (EHC) plan.
- **Participation:** Provide support to young people aged 13–19, and those aged 20–25 with SEN, to help them engage in education or training.

Pathways for All provides strategic leadership, ensuring provision meets local needs. Our approach is proactive and collaborative, aiming to:

- Increase provision to reduce gaps
- Build strong cross-sector partnerships
- Influence policy and decision-makers
- Share best practice

- Anticipate future developments
- Embed learner voice as a driver for meaningful transition

We will leverage insights from the initial review and Recommendation Implementation Groups (RIGs) to drive meaningful change.

Guiding Principles: Each initiative will be evaluated against three core criteria:

- **Accessibility** – Ensure inclusivity across Kent and prioritise learner experience.
- **Ambition** – Promote lifelong learning and provide aspirational pathways.
- **Appropriateness** – Ground decisions in research and stakeholder input tailored to Kent’s context.

Scope Limitations:

- We do not define teaching or assessment methods.
- We do not set entry criteria.
- We do not address Higher Education pathways.

Learner Voice

We will work with experts to develop a robust learner voice methodology which will allow meaningful learner input into the work of the Strategic Board, the LCPAs and all strategy strands. Learner voice should shape the development of post-16 provision. The milestones for this work will be:

- Year 1: Develop county-wide methodology; begin provider engagement
- Year 2: Use learner voice in local planning
- Year 3: Fully embed learner voice in strategic planning



Strategic Priority	Tactics	Milestones	Impact
Increase Provision for Vulnerable Learners	<ul style="list-style-type: none"> • Appoint board-level champion • Develop offer maps at county and LCPA level • Plan to fill local provision gaps • Launch social recruitment framework and employer toolkit • Define and promote a ‘Young Person’s Guarantee’ 	<ul style="list-style-type: none"> • Year 1 Identify cold spots; pilot provision • Year 2 Refine model; expand toolkit; define minimum offer • Year 3 Commission provision across all regions 	<ul style="list-style-type: none"> • Reduced NEET rates • Fewer learners leaving education with only Level 1 qualifications • Improved access and quality of life for vulnerable learners • Increased employer engagement and employment outcomes for vulnerable learners
Support Transition into Post-16 Education	<ul style="list-style-type: none"> • Strengthen collaborative transition activities between providers • Ensure senior-level commitment to transition planning • Identify at-risk learners early and implement support • Partner with Careers & Enterprise Company • Improve KentChoices website 	<ul style="list-style-type: none"> • Year 1 Build local collaborations; ensure provider awareness • Year 2 Focus on sustaining Year 12 learners; develop early intervention • Year 3 Embed transition processes across districts 	<ul style="list-style-type: none"> • Vulnerable learners make informed choices • Increased retention in post-16 destinations • Improved navigation of application and transition processes
Strengthen Collaboration between Providers, and with Employers in each LCPA	<ul style="list-style-type: none"> • Appoint board-level champion for employer engagement • Partner with CEC/LSIP to broker relationships • Co-develop curriculum pathways aligned with sector needs • Link CEIAG to employment outcomes • Provide labour market intelligence to providers • Promote awareness through careers teams • Commission case studies to showcase best practice • Evaluate and improve district level collaboration • Embed, through the dashboard, activities to facilitate joint ownership 	<ul style="list-style-type: none"> • Year 1 Confirm existing offer; identify gaps • Year 2 Enhance offer with employer input; validate provision • Year 3 Embed economic understanding into curriculum planning 	<ul style="list-style-type: none"> • Learners gain skills aligned with local, regional, and national opportunities • Education responds dynamically to labour market needs • Local Collaborative Partnership Areas offer a coherent, accessible, ambitious and appropriate suite of opportunities post-16 to inform all young people of their post-16 options

