

## **Kent County Council**

Children, Young People & Education Directorate

### **Review of education and training provision for young people aged 16 to 19 in Kent**

Report to the Review Steering Group from the Review Research Team – examples of existing relevant practice

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## Introduction

During the course of fieldwork interviews for the project, a range of current practice was identified.

Reference is made to this “relevant practice” at the end of each subsection in sections 4. and 5. of the main report: this document provides more detail for each of the practices listed there.

For ease of reference, in the following pages the practices are grouped by the related section 4. and 5. subsection and presented in a standard format as follows:

<p><i>[Brief outline of the practice – the name of the provider, and in brackets a reference to where the one-line summary of good practice is given in the main report in either Section 4. or Section 5.]</i></p> <p>[Description of the practice]</p>	<p><i>(Reference – by highlighting – to the relevant sub-section in Section 4. or to Section 5.)</i></p>
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Amongst other things, the practice highlighted suggests that already, within Kent, providers are taking actions that would, partially if not entirely, address some of the Review’s recommendations.

Where a sub-section is left blank (4.1 for example), this simply means that no suitable examples of relevant practice were identified in the fieldwork for the Review. The Review process only sampled existing practice, of course, and such relevant practice may well exist.

The content of the examples cited have all been cleared with the provider concerned – the text shared with the provider may vary slightly in order to ensure that there is an overall consistency to the presentation.

The hope is that this document will evolve over time as more providers bring forward relevant activities that they consider could be of interest to a wider audience. Annex 1 of this document includes a template for recording examples of such practice [and has been put into Microsoft Forms format on the KELSI website<sup>1</sup> – see <https://www.kelsi.org.uk/kent-16-to-19-review>.]

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<sup>1</sup> KELSI is a resource for school professionals in Kent run by Kent County Council.

**Examples of relevant practice relating to the main recommendations, as outlined in Section 4 of the main report**

## **4.1 Improving outcomes**

*No current examples identified at present.*

## **4.2 Raising young people's aspirations through better CEIAG**



**Employer engagement – Romney Resource Centre [RRC] (4.2a)**

RRC is a specialist post-16 provider working predominantly with those who have SEMH challenges. Supporting these young people to identify and work towards their next step is a critical part of RRC's work: this requires RRC to work hard on engagement with local employers if relevant work experience and employment opportunities are to be available to its young people. Post-16 students have opportunities to meet employers, go to taster sessions, and experience work on placement – each arranged by a work placement coordinator, and tailored according to the individual's interests and stage of readiness.

The whole process is worked through very carefully and thoroughly to make sure that RRC's World of Work [WoW] engagement, both on and off-site, is appropriate and aspirational for the individual. Students are taught how to create and maintain their CV, supported in making applications for apprenticeships or the workplace (or college), and helped to develop their interview techniques. Because RRC's young people are often highly susceptible to setbacks, a trauma-informed approach is used to manage the whole WoW process, including with employers. As a result the probability that any setbacks that are encountered can be coped with by all concerned is greatly increased.

The overall aim is to ensure that expectations are set at an appropriate level for each young person such that their ambition (and RRC's ambition for them) is realistic and not diminished, *and* that they can perform in the workplace as the expected. The process is very time-consuming and input-heavy for RRC's staff, but vital if a positive progression for most of its young people is to be achieved.

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**Raising aspirations – EKCG (Broadstairs) (4.2d)**

During the pandemic, the college ran a project to introduce vocational areas to pupils at risk of becoming NEET – the project ran across 17 schools and was delivered to 133 pupils.

Boxes containing the necessary materials to support delivery of a practical session were sent to each school. The session was then delivered remotely by college-based staff, with in-classroom support from the school’s staff.

The project proved to be a useful way of engaging with pupils, introducing them to some of the range of vocational opportunities that could be open to them post-16 at EKCG, and thereby hopefully preventing at least some from becoming NEET.

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**Access to young people to discuss work-based opportunities – EKCG (Work Higher) [WH] (4.2e)**

WH has a good relationship with some schools and is allowed in to create a level of awareness of, and provide information on, apprenticeships. In the best cases, this goes well beyond attending a careers fair and, for example, includes:

- Providing an overview of apprenticeships
- Offering advice to those who are interested on where to find an apprenticeship
- Providing further inputs for individual pupils including advice, support and guidance on which area(s) might be of interest to them
- Informing young people about and sharing information on current vacancies
- Running workshops to cover key elements of the application process – CVs, applications, covering letters, presentation and interview skills etc..

Where access to young people is more restricted, the process is very much reliant on the young person initiating the contact. WH has an “express your interest” service, where young people can register their interest in becoming an apprentice and relevant opportunities will then be sent through. Of course, there is a risk that many young people may be unaware of this service – and that even if they are, they will not have benefitted from the sort of additional inputs, as outlined above, that WH is able to offer and which would make their decisions more informed.

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**Labour market information and employment focus – EKCG (Canterbury, and Group-wide) (4.2f)**

Each pathway on the EKCG website provides a brief summary of the sector or occupational area. The following is an example for accounting-related qualifications:

- **“PATHWAY.** Accounting qualifications offer technical training in accounting and are ideal for anyone wishing to pursue a career in accountancy and finance.
- **CAREER PROSPECTS.** This pathway could lead to many career opportunities. For example: Financial and accounting technicians. Annual pay – £17,680 - £93,080 per year, based on full-time employment in the South East region.
- **DEMAND.** Across the UK the workforce is projected to expand by 33% over the period to 2027. In the same period, 63% of the workforce is projected to retire.
- **ROLE DESCRIPTION.** Financial and accounting technicians work alongside accountants and other financial professionals in managing the financial affairs of organisations.”

Each pathway page is also linked to <https://www.lmiforall.org.uk/>, which “provides high quality, reliable labour market information to inform careers decisions ... help[ing] you discover what jobs you might like to do in the future ... and [allowing you to] explore and compare key information about occupations, learn about different occupations, and identify potential careers”.

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**Approach to CEIAG – Astor School (4.2g)**

CEIAG is a major priority for Astor School and it has invested considerably in it.

Leadership and demonstrable commitment at a senior level is key. The school’s Head is very committed to CEIAG and, since 2017, one of the school’s assistant headteachers has had developing links with employers and the school’s approach to CEIAG as their main focus – importantly CEIAG is not simply one of a number of areas that they have overall responsibility for. Because the assistant head concerned is part of the SMT, and has the full and active support of Astor’s Headteacher, CEIAG has a very high profile at the school and percolates through the whole curriculum.

The assistant head spent a considerable proportion of their first year in post on employer link-related activities. Links to local employers are more numerous because, being realistic, this is the jobs market that many of those who progress into employment will move into. However, the school also has relationships with employers across the county, as well as in London and the wider South East.

The school believes that, to do CEIAG properly, appropriate inputs have to be made throughout a young person’s time at Astor. Starting in Year 7, all students have a 15-to-20-minute careers guidance interview with a trained careers guidance counsellor once a year. The main focus of these sessions is to raise young people’s aspirations and, whilst keeping them realistic, wherever possible avoiding saying “no” to areas that they express an interest in.

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For pupils identified as being at risk of becoming NEET post-16, the school works closely with TEP to try to minimise the risk that this happens – this process can happen at any point pre-16, whenever the risk of the young person becoming NEET is identified.

The focus on what happens post-16 (and beyond) increases as young people progress through the year groups. Year 9 is key – the options evening is very well-attended by parents; during the evening there are inputs from the school's careers team, HEIs, and post-16 providers to ensure the range of options that will be available at 16 and 18 are adequately covered.

In Year 10 employers are brought into the school to talk about their sector and the wide range of opportunities within it. There is also a specific apprenticeship strand to Year 10 assemblies.

In Year 11, pupils are asked to arrange their own work experience (or volunteering) – this is for just two days, rather than a full week. (Astor has found that, if properly constructed, a shorter period of time gives a broader and more rounded experience for the young person, and is easier for the employer to cope with.)

Other inputs in Year 11 include sessions on “How to Choose” between:

- The different levels and types of qualification on offer post-16
- A level subjects
- College, school, and an apprenticeship.

Pre-Covid, these How to Choose inputs took place throughout Year 11. In 2020-21 the school ran them over a more condensed period – six weeks in the first half of the Autumn Term – found that this worked better than the more extended approach, and will probably retain the more condensed format going forward.

Regardless of their chosen destination, during Year 11 the school works with young people on their KentChoices application.

On GCSE results day, the school has careers staff and college representatives on site in case a young person's results means that they have to revisit their choice of provider, route or subject(s).

For those who remain at Astor, CEIAG inputs continue post-16; Year 13 has a progression focus to these – for example an employability day (in practice generally held at the end of Year 12) includes a mock application process, during which students apply for real apprenticeship opportunities.

**Working with KMPF – Astor School (4.2h)**

The Kent and Medway Progression Federation [KMPF] is a collaborative partnership of higher education providers, colleges, schools and community organisations that works to ensure young people from all backgrounds reach their potential.

Astor uses KMPF's Kent and Medway Collaborative Outreach Programme provision [KaMCOP] to provide their pupils with access to a range of opportunities for young people throughout their time at the school. KaMCOP works to engage, raise, and realise the aspirations of young people from specific wards in Kent and Medway. (Broadly these are areas of relative deprivation, or where participation in higher education is low, or lower than expected, given the GCSE results of the young people who live there.) Eligible students in KaMCOP partner schools are referred to as the KaMCOP Cohort.

KaMCOP involves the universities of Kent, Canterbury Christ Church, the Creative Arts, and Greenwich, the three Kent further education colleges, KCC and 50 schools in Kent and Medway coming together to deliver targeted outreach to young people across the county. It aims to inspire young people in the Cohort, and those adults who have an influence on them, with the confidence to find and follow their pathway to HE post-18.

Through KaMCOP, the partners offer the Cohort access to a free programme of targeted outreach activities including:

- Information, advice, and guidance talks
- Subject-specific workshops

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- Confidence, well-being, and resilience programmes
- University visits and experiences
- Careers and employability sessions

In 2020-21, 646 of Astor's pupils/students attended at least one KaMCOP event – many will have attended more than one.

(Nationally, KaMCOP is part of *Uni Connect*, an Office for Students-funded project aimed at promoting social mobility by improving access to higher education for young people from currently under-represented backgrounds.)

**Making best use of existing CEIAG resources – Astor School (4.2i)**

Astor School's experience is that there is a lot of material already available through the Careers & Enterprise Company [CEC] and other organisations that should help progress a number of the issues identified by the Review and its CEIAG-related recommendations – examples include:

- *Ahead Of The Game* – this is a CEC initiative, previously piloted in the North East, now run nationally, for 16 to 18 year olds that provides intensive support to them to enable them to make the right choices about their future at the key transition points (years 11 and 13). More details are at <https://resources.careersandenterprise.co.uk/ahead-game>.
- *Talking Futures* – a CEC/Gatsby Foundation resource which provides tools and other resources to enable parents and teachers to support young people to make informed decisions about their future. More details at <https://resources.careersandenterprise.co.uk/talking-futures>.
- *Motivated to Achieve* – lessons drawn from research by *Education & Employers* that highlights the impact that participation in career talks with volunteers from the world of work can have on the attitudes of KS4 pupils to their education, their future plans and subject choices, their motivation to study, and their academic attainment. The impact is especially marked for those young people who were previously lower achieving/more disengaged. The report is at <https://www.educationandemployers.org/research/motivated-to-achieve/>.

The CEC also has various 'guides' for careers leaders and for heads/principals that highlight priority areas for maximising the impact of CEIAG, list some of the support and resources available, and will help providers prepare for the CEIAG

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<p>aspects of Ofsted inspections. There is also some CEC research that may be relevant in a Review context (e.g. on post-16 destinations data). For more information see <a href="https://resources.careersandenterprise.co.uk/all-resources-all-one-place?filter=78&amp;page=1">https://resources.careersandenterprise.co.uk/all-resources-all-one-place?filter=78&amp;page=1</a>.</p>	
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**CEIAG – Hadlow Rural Community School (4.2j)**

The school has a strong focus on supporting parents to enable them to be able to support their young people.

The *Start Profile* online careers system is embedded throughout the school, allowing students to explore career paths and their employability skills.

Students interested in land-based studies are introduced to providers early in their school careers – the tutors will often have direct contact with relevant tutors at onward destinations and therefore be able to open up opportunities for the young people to explore what these destinations can offer.

Labour Market Information is a fundamental part of delivery, allowing young people to align themselves to the skills needs of their chosen sectors.

The school has a “Team Around the Child” approach for supporting SEND students to make decisions about their futures, bringing together specialists from across the school to support students: this starts in year 7.

Parents are a key partner in post-Year 12 decision making. The school invests heavily in parental engagement (only 3 families were not represented at the last parents evening).

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**Support for raising aspirations, ensuring positive progression, and preventing NEET – ThinkForward [TF] (4.2k)**

TF currently work with four schools in Kent; their inputs are focused on enabling positive progression for more than 200 vulnerable students at these schools.

The approach identifies ten Year 9 students to join TF's *FutureMe* programme each year. The programme is targeted at those young people that the school feels are most at risk of becoming NEET but who, with focused inputs through Years 9, 10 and 11, could make a successful transition to post-16 provision. Many of the young people TF works with experience barriers such as lack of opportunities, growing up in poverty, or having a learning disability.

*FutureMe* coaches are based in their school and work with their group of c.50 young people; with further inputs after GCSEs, this can be for up to five years. The coaches offer a range of employability and life skills interventions, plus ongoing support in their onward destinations to ensure post-16 transitions are successful: TF's own follow-up research indicates that c.84% of the young people who graduated from *FutureMe* in Kent in the summer of 2021 were working and/or in education by Easter 2022.

TF's work is mainly supported by philanthropic giving with each school making an annual contribution (c.£16K) for the service it receives.

For more information see <https://thinkforward.org.uk/about/futureme-programme/>.

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### 4.3 Implementing an “area offer” of 16+ provision

In addition to the examples highlighted below, Section 3.10 of the main report includes details of:

- The Swale Academies Trust, which runs a joint sixth form across four of its sites in Sittingbourne (Westlands School, Sittingbourne Community College, and its Skills and Vocational centres). The joint curriculum offer covers Levels 1, 2 and 3
- The Endeavour Trust’s grammar schools for boys and for girls in Wilmington, which operate under a single brand (“WG6”) as a joint sixth form.

(Within the above collaborations, young people are able to study subjects across the collaborating providers if a suitable timetable can be arranged.)

- A collaboration, also in Sittingbourne, between Fulston Manor (a non-selective school), and two selective schools (Highstead Grammar School and Borden Grammar School). The three schools operate a joint timetable to enable post-16 students from each to access a wider range of subjects than any one institution could offer individually.

**Junior College and the Home Educated Programme – EKCG (Broadstairs)  
(4.3 b & c)**

The college has a 'Junior College' [JC], and a parallel 'Home Educated Programme' [HEP], which offer young people the chance to come to it at age 14 for years 10 and 11.

The HEP comprises English and maths, plus vocational courses in Creative (Art, Media and Music), Early Years, Engineering, and Health and Social Care. The programme is designed to allow registered home educated students the opportunity to come to college as either a substitute, or part-time addition, to their home education curriculum. The aim is to show them the opportunities that coming to college at 16 might offer – and to reduce the risk of this group of young people becoming NEET at some point post-16. Currently 20 young people are on this programme.

JC started in September 2015; it offers pupils a study programme that is vocational in focus. For half the week, JC students are taught English and maths, and take part in PE. The rest of their time is spent with a post-16 group following a vocational subject of their choice at Level 2. At the end of Year 11 the young person should achieve English, maths, and a vocational qualification at Level 2. To date, most then progress onto a Level 3 course or apprenticeship, or into employment with the prospect of further training in future. Currently 50 young people are on this programme.

In essence, JC is for young people who are bright and capable, but unmotivated by the academic offer available in school and more interested in pursuing a career

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in a vocational area. It allows them to start down this route earlier, and to progress more quickly, than would be possible if they remained in school to 16 – and thereby helps to prevent disengagement and NEET post-16 (if not before).

The college has a selection process to ensure that young people really are vocationally committed before they are offered a place – JC is not an easy choice, and it is important to maintain the quality of the provision and ensure that young people are aware of the commitment that they are making to a particular vocation and career path at a relatively early age.

The college plans to grow both JC and HEP and, for JC, is in discussions with local schools about a Year 9 “introduction to JC” option that will allow young people to gain an understanding of their vocational area before they fully commit to it in Year 10.

[EKCG also has JC and HEP provision at Canterbury and Folkestone; these specialise in land-based and creative industries respectively.]



**A collaborative offer – EKCG (Canterbury, and Group-wide) (4.3d)**

The pre-merger position, where each of the colleges that are now part of EKCG tended to offer the full range of programmes, meant that there was unhelpful duplication and competition. For a range of reasons, this was unsustainable; the mergers that have led to the formation EKCG enabled action to be taken.

In broad terms, currently Canterbury is mainly focused on provision at Level 3; the other campuses' offers are mainly at Level 2 (with clear progression pathways to Canterbury for further study at higher levels), but with some areas of specialism that include an offer at higher levels.

The roll out of T levels means that the split of provision described above will need to evolve further in the near future. However, through EKCG, the colleges now have a sensible and sustainable basis upon which to make the changes that will be required.

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**A more vocational alternative at Key Stage 4 – Astor School (4.3e)**

Astor is working with Dover Technical College on an alternative programme at KS4 for those who are struggling with GCSEs.

The programme runs in Year 11 on a part-school/part-college basis – maths and English at Astor two days a week; access to a range of practical tasters at college for the other three. Astor pays the college for its inputs.

The programme has 100% attendance for both the school- and college-based elements, with no issues re. poor behaviour (if there are any, the pupils concerned are not allowed to go to college).

The programme has clear pathways into college/onto apprenticeships with 100% progression for last year’s cohort, many (all) of whom would have been at risk of becoming NEET post-16 otherwise.

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## **4.4 Improving provision below Level 2**

**Traineeships – EKCG (Work Higher) [WH] (4.4b)**

WH has found that traineeships can be a good option for addressing at least some of the issues surrounding the lack of opportunities for those who initially need something below Level 2, but who have the potential to progress onto an apprenticeship once they have acclimatised to the demands of a work-based option post-16.

Traineeships are also proving helpful for employers who are new to apprenticeships, or otherwise hesitant as to whether an apprentice is what they really require.

Currently (Summer Term 2021) traineeships are being trialled by WH in Teaching & Learning/Early Years with EKCG schools – assuming they work here, the intention is to roll them out into other occupational areas.

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**Preparing for Employment [PfE] – Astor School (4.4c)**

For the last three years Astor School has offered a one-year employability pathway, *PfE*: this is a Level 2 qualification for students in Year 12 who are not be ready to start a Level 3 course, and want to gain some employment-related experience whilst they continue to study for their maths and/or English GCSEs.

The course comprises: Level 2 Employability Skills, GCSE/Functional Skills in maths and English, a Level 2 Extended Project, and two days of work experience a week (this increases to three if/when maths/English qualifications are passed). Young people on the programme receive additional support during Year 12 to help with their transition in employment or further education.

There are various pathways within *PfE*; these are linked to areas where local LMI suggests there are employment opportunities (currently Hospitality & Catering, Music Technology, Hairdressing/Barbering, Care, and Early Years). The school develops strong links with these sectors to ensure the programmes are seen to have real world content and value for the young people on them with genuine opportunities for progression into work and further training.

[*PfE* is supported by the Industry Placements Fund [IPF] and Astor’s post-16 bursary funding allocation – IPF funding is uncertain: from year-to-year, there is no guarantee that IPF funding will continue. Without it the programme would be much harder to sustain.]

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**Forward2Employment – Transition (post-18) (4.4d)**

Forward2Employment [F2E] works alongside Fortis Trust to support young people with SEND who have an EHCP in Medway and Kent to find permanent and purposeful employment.

To help achieve this, F2E has developed a supported internship programme – they felt their students needed intensive preparation for the world of work at the end of their academic studies, and a supported internship approach was seen as the best way of providing this.

Transition to internships begins in the academic year before the internship starts. Students are familiarised with environment, programme, and staff at the organisation where they will be placed. They are also offered social events over the summer to keep them engaged before they start their internship.

As well as being clearly beneficial to the young people, F2E feels that internships have opened the eyes of a number of employers as to what SEND students can offer their organisations. Disability awareness training is also offered to support the employer.

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**Alternative provision – The View at East Street, Hillview School [TV@ES] (4.4e)**

TV@ES is part of Hillview School for Girls but delivered on a separate site. It aims to provide a different environment to school in order to allow those who have not been able to access school to continue in education. There are pre- and post-16 dimensions to the offer.

Pre-16, the provision seeks to address anxiety-based school avoidance for young people in years 10 and 11. After 12 weeks on the programme (“ViewPoint”), the aim is that pupils will be able to reintegrate back into their own schools, which may be Hillview or elsewhere.

Post-16, TV@ES has a full-time offer aimed at those who did not achieve what was needed to progress into sixth form, or other forms of education/training post-16. A work-related route at Level 1 and an academic route at Level 2 are available: the aim is to support the young person’s subsequent progression into more mainstream provision at Level 3 (academic route students) or into further vocational learning or an apprenticeship (work-related route students).

The first post-16 cohort, starting at HV@ES in September 2021, includes students who:

- Have not sat KS4 exams due to medical or mental health-related issues
- Did not meet requirements for Level 3 vocational and academic courses
- Were educated at home in KS4 and need more formal qualifications in order to make progress

This good practice refers to:

- 1 Improving outcomes
- 2 Raising young people’s aspirations through CEIAG
- 3 Implementing an “area offer” of 16+ provision
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- Prefer a quieter/smaller learning environment (e.g. students with an Autistic Spectrum Condition)
- Were not successful at school and need smaller/more nurturing environment to study a work related learning course.

The common theme is that they all have aspirations but, for various reasons, post-16 initially need a different type of provision for these to be realisable.



## **4.5 Further supporting the mental health of learners**

**Change for Kent [CfK] – Astor School (4.5a)**

*CfK* seeks to bring together various, otherwise potentially disparate, parts of local government and related agencies/organisations that have a remit that embraces or impacts on young people in order to “improve the outcomes and the life chances of the children and young people of Kent”.

Particularly relevant to the Review’s recommendations is the development of local forums to provide a better interface between child- and adult-facing services in order that any ‘issues’ that arise can be addressed in a more holistic fashion.

The cross-service *CfK* discussions that have taken place in Dover have resulted in a revamp of local mental health-related services, processes, and more general levels of awareness of mental health-related issues – developments that have improved the support offered to young people and their families.

In addition to mental health support there could also be CEIAG-related benefits here, for example in terms of parental engagement and raising the aspirations they have for their young people.

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**Reconnect Kent [RK] – Astor School (4.5b)**

RK funding is for “activities to help children and young people reconnect with their pre-Covid-19 lives”. Astor School has been able to use it – plus a pre-existing relationship with a local HEI, through which it offers placements to under- and post-graduates on the HEI’s relevant programmes (widely defined) – to create a well-being team within the school.

The team comprises: a social worker; early help intervention workers; trained counsellors; an OT; and well-being/welfare officers – 18 staff in total.

(*My Concern* – the schools system for recording and managing safeguarding concerns – had recorded a five-fold increase in cases on file in 2020-21, hence the school’s interest in developing an increased focus on pupil/student well-being and mental health at Astor.)

Keeping Astor’s well-being team in place is a priority for the Headteacher; post-2023-24, when RK funding ends, the hope is that increases in per pupil funding, plus growth in pupil/student numbers, should be sufficient to allow it to continue.

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**Operation Encompass [OE] – Astor School (4.5c)**

Astor is part of OE, a police, social services and education safeguarding partnership that provides early information to Dover schools where the police [other local agencies] have become involved with a household (e.g. for domestic abuse-related reasons).

The idea is that, with some knowledge of a young person’s domestic situation, their school will be better placed to understand the issues that they are facing at home, how these may be impacting on attendance and behaviour at school, and what additional support would be of value to them.

At Astor, OE informs a lot of the work of the school’s well-being team (see above), and helps to inform how teachers (and other staff) approach and handle behavioural issues in the classroom and in the school more widely.

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## **4.6 Improving access by support for travel**

**Travel costs – NACRO (4.6a)**

NACRO recognises the impact that travel costs can have on young people, and offers bursaries up to the full cost of travel to those who otherwise could not afford to attend.

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## **4.7 Learning from lockdown**

**Learning from lockdown – Coastal Academies Trust [CAT] (4.7a)**

Pre-Covid, CAT schools offered free after-school workshops throughout the year for anyone who was struggling with particular aspects of the curriculum: these workshops transferred readily to on-line support during the pandemic.

In addition, during Covid, a set of pre-recorded workshops were produced to help students with particular aspects of individual subjects that, historically, have generally proved to be ‘difficult’, and to give pastoral inputs that would otherwise be difficult to provide (PHSE, CEIAG for progression-related purposes etc.).

Based on these experiences, CAT is proposing to extend the use of pre-recorded inputs – in particular their potential to add value when staff are off sick and non-subject specialists would otherwise be covering lessons is felt to be considerable.

CAT is also investigating how remote access to learning can be used to allow those students not in school (e.g. due to illness) still to attend lessons or to be able to access course material at another time if attending timetabled lessons virtually is not possible.

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**Learning from lockdown – EKCG (Canterbury, and Group-wide) (4.7b)**

The college is looking at where remote learning can be used to deliver elements of the curriculum – particularly:

- Whether the need to for students to travel in for what would be just half days of learning can be reduced, or removed entirely
- For maths/English Level 2 retake students, especially where they are in minority in their group, whether at least some of their learning can be delivered remotely: this will be less disruptive for the group as a whole, and easier logistically for the college if timetables do not have to be built around the availability of maths and English provision
- Whether blended learning can open up access for students who would not previously have considered college for travel to learn-related reasons
- For some high needs students, whether a more blended approach would provide for a better overall experience for them.

However, the college recognises that there is a balance to be struck here – not all students will respond well, and not all subjects will be suited, to remote learning; where they are, not all elements of the curriculum will be deliverable remotely. And there is a general need to ensure that the college guards against students being unable to cope or becoming socially isolated through remote learning.

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- 7 **Learning from lockdown**
- 8 Improving strategic leadership at 16+

*Highlight those that apply or*

Section 5 –

## **4.8 Improving strategic leadership at 16+**

**Examples of relevant practice relating to the report’s subsidiary recommendations, as contained in Section 5.**

## **5.1 The offer**

## **5.2 Location, access and structure**

## **5.3 Equal opportunities**

## **5.4 Pre-Year 12 decision-making**

***Independent CEIAG – Birchwood PRU (5.4a)***

The PRU “buys in” one day a month of specialist IAG advice from Kent Health Needs. The advisor works intensively, one to one, with all pupils from Year 10 and helps them identify the post-16 programme they should apply to at the start of Year 11. If they are still in the PRU at that point, she also helps with the application process.

Where a young person follows a route with which they are not already familiar, the IAG advisor helps ensure that the chosen destination is reasonable and realistic (as indeed she does for all young people).

There is a high rate of success in ex-PRU students’ starting, and remaining, in their preferred post-16 option.

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*Highlight those that apply or*

**Section 5 – 5.4**



## **5.5 Transition into post-16 provision**

***Inward transitions to college – EKCG (Broadstairs) (5.5a & b)***

The college 'keeps in touch' with applicants before they start to maintain their interest, and provide regular reassurance and information re. what they will be moving on to next: this work proved to be particularly important during the pandemic – the step of deciding to go somewhere else, often to study something new, being even more significant at this time.

For those students who need specific help, support or inputs to facilitate their move into the college, the ALS department provides bespoke transition plans.

In July 'welcome days' are held; these provide an opportunity for young people to meet their group and their tutors, and to participate in group-/team-building exercises and activities, so that when they start relationships have already started to be built.

The overall aim is to keep future students engaged and interested before they start in September.

The first week of the Autumn Term for the new cohort is induction week; no lessons are timetabled, and the focus is on the new students properly getting to know their college, programme area, and group through further induction and team-building activities, and introductory talks.

As much as possible of the above activities take place in/are run by staff from the curriculum area that each young person will be joining, rather by the college centrally. Registration also takes place at this level rather than on a whole college

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*Highlight those that apply or*

**Section 5 – 5.5**

basis. Again, the aim is to try to create a sense of the young person belonging to their curriculum area – and to reduce the impact of joining a much larger institution than they have been used to, which can be daunting for some.

If, despite everyone's best efforts, things don't work out as intended, all EKCG colleges have a 'right choice' period (the first 42 days of the Autumn Term) during which switching onto another course is "made easy whilst it is still practical for a switch to be successfully made".

**Young people with EHCPs – EKCG (Broadstairs) (5.5c)**

The college engages with the EHCP cohort in local schools from Year 9 onwards in order that their:

- Post-16 options are established as early as possible
- Education experience to 16 is adapted with a preferred option in mind
- Transition to post-16 is properly planned, with a good exchange of information between the college and their school.

All this reduces the risk of this group of young people becoming NEET.

There is also an arrangement in place for students with an EHCP that, with the student’s permission, allows for an appropriate member of staff from their former school to attend their monthly counselling sessions: this helps the college ensure that their ex-pupils are settling in well, and allows the college to benefit from their experiences if there are any issues or concerns to address etc.. Again, this helps with the transition to college and reduces the risk of this group of young people becoming NEET.

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**Transition to post-16 provision – Goldwyn School (5.5d)**

Goldwyn has built up a close relationship with SENCOs in post-16 providers.

Providers are encouraged to believe that they can meet need, and that Goldwyn will be there to help the provider as well as the student through any sticking points in developing the new relationship between student and provider.

Goldwyn staff accompany pupils to their chosen provider in the first instance and can maintain ongoing support for the student in their new provision, in some cases for a considerable period of time, dependent on need.

The school also works with staff in post-16 providers to upskill them in dealing with young people with SEMH. In particular, the aim is to ensure that staff recognise that SEMH is not just an additional need that can be addressed with a few learning support assistant hours (indeed, a young person with SEMH may not need LSA support at all), but requires provision that is designed holistically and consistently delivered by all staff.

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Section 5 – 5.5

## **5.6 Delivery**

**Support for gifted and talented students – Marsh Academy (5.6a)**

Marsh Academy's Football Academy was developed in collaboration with Gillingham FC but is now stand alone; football training is delivered by Skiltek.

Its Rugby Academy was set up with Harlequins RFC, and is now also independent, delivered by Marsh Academy staff.

Both academies are highly prestigious, and lead to significant outcomes for the young people on the programmes concerned. Many students go on to destinations related to their sports academy, both in the UK and abroad.

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**Enrichment, extension and employability – Cranbrook School (5.6b)**

The “Cranbrook Sixth Form Diploma” is an enrichment, extension and employability programme that all students are expected to achieve during their time in the School’s sixth form.

In order to complete the Diploma, students are required to achieve three A levels and:

- Complete an EPQ or write an independent research project, ideally linked to their choice of course for university
- Complete a period of work experience or a significant course, again ideally linked to their future plans
- Take part in service/leadership activities at school or in the local community
- Take part in school activities such as sport, music, drama, the Combined Cadet Force or any clubs and societies
- Individually, or in a small group, give a presentation on any subject to either a tutor group, house or school assembly.

The Diploma runs alongside students’ formal studies and challenges them to broaden their post-16 experience beyond the purely academic, at the same time developing new skills which will improve their employability and the quality of their university applications.

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Section 5 – 5.6



<p>The intention is that the Diploma fills the gaps in/goes beyond A Levels to offer students a much broader education (more akin to what the IBDP can offer with its Extended Essay and Creativity, Activity, Service elements).</p>	
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## **5.7 Outcomes**

Section 3.7 of the main report refers to the following groups/activities which work to promote progression to Higher Education.

- The Kent and Medway Progression Federation itself, which involves 47 secondary schools in widening participation activities in partnership with the four local HEIs (Canterbury Christ Church, University College of the Arts, Greenwich University, University of Kent). KMPF is a direct descendant of the Aim Higher programme, which was funded locally after national funding ceased
- The Kent and Medway National Collaborative Outreach Programme, which is funded by the Office for Students under Uni Connect, and which is open to students in certain specified postcodes.

## **5.8 Post-Year 13 decision-making and transition**

**Transition years – Coastal Academies Trust [CAT] (5.8b)**

CAT is developing a project with the University of Kent [UoK] to encourage a greater number of disadvantaged young people to consider a career in medicine.

The idea is to run a (partly residential) Year 14/transition year for anyone who has completed the IBCP – in effect converting it to an IBDP by providing more science, more work experience, and more community-based activities, which will then open up the possibility of the young person applying for medical school.

The programme is being developed in 2022 for a first intake in September 2024, and with a view to these students starting at UoK's (or other) medical schools in 2025.

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Section 5 – 5.8

**Labour market focus and transition – EKCG (Broadstairs) (5.8c)**

The college puts considerable efforts in to ensure that young people leave college successfully – generally this will be into employment or further learning.

Partly as preparation for this, all courses have work experience and local community service elements.

Each year a number of local employers approach the college directly for help meeting their recruitment needs.

The college also uses *Passport to Employment [PtoE]* to improve employment prospects for young people through:

- Personal development mentors, who provide 2 hours of support per month for 8 months
- A personal development plan
- Workshops for developing relevant skills and competencies (e.g. goal setting, completion of applications, networking skills, interview practice, team working and presentation skills)
- Workshops to provide insights into different industries, covering a diverse range of vocational and occupational areas and topics to support young people's development.

[PtoE is one of a range of programmes offered by Windsor Fellowship – see <https://www.windsor-fellowship.org/programmes>]

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Section 5 – 5.8

The college's team of mentors carry out exit interviews at the end of each year to identify any ongoing support needs students have, either for their next year at, or for their transition out of, college.

Students who want to leave before the end of their course are offered IAG; mentors provide support and encouragement to ensure that they engage with the process, and have the best chance of completing a successful transition out of college into whatever comes next.

The overall aim is to provide a range of support that will help participants achieve a positive outcome when they leave and help to ensure that they realise their potential.

**Post-transition support – NACRO (5.8d)**

NACRO maintains regular phone contact with young people for 12 months after they have left its provision.

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Section 5 – 5.8

**Support for gifted and talented students – Marsh Academy (5.8e)**

Marsh Academy is an active member of the Kent Academies Network.

Through the Network's *University Access Programme*, students receive mentoring from post-graduate and academic mentors, and take part in residential at independent schools in the county.

The Academy also encourages students to attend Summer Schools at a number of HE providers in the county/wider south east, including the Royal Veterinary College, The University of Kent at Canterbury and Canterbury Christ Church University.

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Section 5 – 5.8



## **5.9 Future viability of provision**

## **5.10 Collaboration**

**Action on NEETs – Thanet schools (5.10a)**

Historically, Thanet had been bottom of the Kent NEET table for a number of years. The schools – and EKCG – accepted that this was a collective failing, and that to address it required a collective response.

NEET prevention work now starts in Year 10; each school produces a list of those pupils they consider to be at risk of becoming NEET. Those in this group are offered a series of vocationally-related/based sessions to familiarise them with college as an option, and taster sessions in vocational areas of interest. As part of this process, schools share any relevant information about individual students with the college in order that it has a good understanding of each young person’s needs. The vocational inputs take 2 to 3 days per term in years 10 and 11; pupils remain at school on a GCSE-based programme throughout.

Additionally, each secondary school now has a designated careers lead within its SMT; Dane Court receives funding to enable its Deputy Head to coordinate the activities of the group.

As a result of these steps, and other actions taken, the NEET position in the district and at every school has improved.

The intervention has shown the value of a district taking responsibility for an aspect of its provision that was causing concern, and working together to produce solutions – it has also shown the value of exposing young people to vocational options earlier.

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<p>There are plans for the interventions described above to start in Year 9, and also to link those students accessing the additional vocational inputs to career mentors and to provide appropriate work experience (offered in association with the NHS, KCC and EKBP).</p>	
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**Collaboration – East Kent Learning Alliance [EKLA] (5.10b)**

Three of the Coastal Academies Trust’s [CAT’s] secondary schools (Dane Court, King Ethelbert School and Cliftonville Primary) are strategic partners of EKLA, along with Herne Infants, Joy Lane Primary, Capel-le-Ferne Primary, Fulston Manor, Simon Langton School for Girls and Herne Bay High School.

EKLA works across the East Kent area to raise standards and outcomes for young people through school-to-school support and collaboration on:

- Recruiting and training new entrants to the profession
- Providing targeted and bespoke training and professional development for existing staff
- Developing leadership within and across schools.

CAT has also developed a Leadership Pathway programme covering all stages of a teacher’s career from ECT to Headship. Other schools and Trusts are involved in this programme which involves scenario based planning and visits to other schools/trusts.

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Section 5 – 5.10

**Proforma for recording relevant practice**

<p><i>[Headline description of practice] – [Name of provider]</i></p>	<p>This good practice refers to:</p> <ul style="list-style-type: none"> <li>4.1 Improving outcomes</li> <li>4.2 Raising young people’s aspirations through CEIAG</li> <li>4.3 Implementing an “area offer” of 16+ provision</li> <li>4.4 Improving provision below Level 2</li> <li>4.5 Further supporting the mental health of learners</li> <li>4.6 Improving access by support for travel</li> <li>4.7 Learning from lockdown</li> <li>4.8 Improving strategic leadership at 16+</li> </ul> <p>Section 5 – [specify the sub-section that the practice relates to]</p> <p><i>[Highlight whichever of the above apply.]</i></p>	
	<p>Please provide contact information, principally in case we need to contact someone to confirm the details, or expand upon the information given:</p>	
<p><i>Name:</i></p>	<p><i>Phone:</i></p>	<p><i>Email:</i></p>