

“No Young Person Left Behind”

Post 16 education
and skills strategy
for Kent



You said... We have created:

Purpose

The primary aim of our endeavours is to delineate a comprehensive post-16 “area offer” characterised by distinct entry and exit points accessible to all young people. This includes Vocational Study Programmes, Junior Colleges, Sixth Forms, Apprenticeships, and provision for Special Educational Needs and Disabilities (SEND). We intend to shape this offer by harnessing expertise from diverse sectors and providers, such as schools, Multi-Academy Trusts (MATs), colleges, training providers, employers and wider stakeholders.

This work sits alongside the Local Authority, which has two main statutory duties that apply to post-16 education.

- **Sufficiency:** To secure enough suitable education and training provision to meet the reasonable needs of all young people in their area who are over compulsory school age but under 19 or aged 19 or over and for whom an Education, Health and Care (EHC) plan is maintained.
- **Participation:** To make available to all young people aged 13-19, and to those between 20 and 25 with special educational needs (SEN), support it considers appropriate to encourage, enable or assist them to effectively participate in education or training.

The statutory guidance that supports these duties states that the LA must have an overview of provision and resolve gaps as they arise. They are to provide leadership to ensure that the needs of young people are met. Pathways for All is the approach that the LA has established to deliver this.

Our approach involves challenging existing practices, identifying gaps, and fostering robust collaborations necessary to realise our objectives, whilst remaining mindful of regional variations and specific needs. The initial review recommended the formation of local, collaborative approaches to developing provision and the development of a county wide board of representatives from across the sector to provide strategic leadership. We will capitalise on the amassed research from the review and collective knowledge from the sector experts in the Recommendation Implementation Groups (RIGs) to instigate meaningful transformations, advocate for policy alterations, influence

decision makers, and disseminate exemplary practices. Furthermore, our outlook is forward-thinking, proactively anticipating forthcoming policies and developments.

Guiding Principles

Each strategic initiative will be propelled by its impact, underpinned by measurable milestones evaluated against three pivotal criteria:

1. **Accessibility:** Our initiatives will be underpinned by a thorough understanding of our target cohorts, ensuring inclusivity within Kent. The learner experience will serve as the cornerstone of all decision-making processes.
2. **Ambition:** We are committed to fostering a culture of lifelong learning, steadfast in our determination to provide aspirational pathways for all learners, irrespective of their initial starting points.
3. **Appropriateness:** Our actions will be guided by rigorous research and close collaboration with employers and stakeholders, ensuring a tailored and highly pertinent educational offer for Kent. We will draw insights from key documents, such as the Local Skills Improvement Plan (LSIP) to equip learners with the skills necessary for future employability.

Our objectives do not include:

- Mandating any singular, or preferred, model of delivery;
- Defining the teaching, learning, and assessment practices of providers;
- Establishing entry criteria; or,
- Higher Education pathways.

Overarching Objective by Year 3:

To secure a coherent provision that meets the needs of all learners across Kent, regardless of their starting point or individual circumstances. Thereby ensuring meaningful choice for learners whilst narrowing the disconnect between providers and employers.

Overarching output by end of Year 1

A cohesive offer map that celebrates strong progression opportunities across Kent and identifies regional cold spots, or where there is a reduced choice by level.



Strategy	Tactics to realise the strategy	Milestone
To create relevant and viable Level 3 provision across Kent that reflects regional skill needs, whilst providing meaningful choice, an outstanding learning experience and strong progression.	<ul style="list-style-type: none">● Named representative/champion on the Board with focused remit for Level 3 provision.● Offer map: Identify regional cold spots or where there is a reduced offer/choice by region.● Identify opportunities for non-selective schools to increase their offer.● Identify and promote alternative and purposeful pathways for learners.● Agree and present a Young Person's guarantee (every 16-year-old to have a minimum offer they can access, including A Levels, T Levels, apprenticeships with pathway from courses at level 2 and below.	<p>Yr1: Map out all opportunities, identify cold spots and any duplication of provision with small numbers.</p> <p>Yr2: Challenge regions with a lack of provision and/or small learner cohorts to identify how this can be addressed through collaboration.</p> <p>Yr3: Increased progression to broader Level 3 opportunities.</p> <p>Summative: A 'live' map of provision across all regions that enables broader opportunity to study at Level 3 and beyond.</p>
To increase the number of learners studying and achieving at Level 2.	<ul style="list-style-type: none">● Named representative/champion on the Board with focused remit for increased achievement at Level 2.● Offer map: Gap analysis of available provision and then increase offer/pathways at Level 2 across each region.● Raise awareness of reformed Level 2 qualifications at KS4 options through careers teams across Kent.● Lobby accountability measures that are geared toward academic programmes, coupled with a narrow vocational provision made available at this level.● Agree and present a Young Person's guarantee (every 16-year-old to have a minimum offer they can access, including A Levels, T Levels, apprenticeships with pathway from courses at level 2 and below.	<p>Yr1: Map out and identify cold spots by region.</p> <p>Yr2: Challenge regions with a lack of provision to identify how this can be addressed through collaboration or invention.</p> <p>Yr3: A decrease in number of learners leaving education with Level 1 as their highest qualification (or resitting multiple Level 1 programmes) with an equivalent increase of learners studying, and achieving, a full Level 2.</p> <p>Summative: Reduction in learners who leave education with Level 1 as their highest achievement. (Termed as the Forgotten 3rd at the event)</p>



Strategy	Tactics to realise the strategy	Milestone
<p>To ensure there is an offer that enable learners who have SEMH needs to reengage with mainstream provision and perform as well as those cohorts that do not.</p>	<ul style="list-style-type: none"> • Named representative/champion on the Board with focused remit for SEMH. • Offer map: Create alternative provision with the sole aim of returning learners into mainstream education or training, or into meaningful employment (including apprenticeships). • Enhance transition activities between providers to adequately prepare learners (and staff teams) for their next steps. This will be established at senior level within each provider signing up. • Introduce social recruitment framework to inform and support employers with a 'toolkit' for those with SEMH that highlights support made available. • Agree and present a Young Person's guarantee (every 16-year-old to have a minimum offer they can access, including A Levels, T Levels, apprenticeships with pathway from courses at level 2 and below. 	<p>Yr1: Identify cold spots. And pilot a provision in one region.</p> <p>Yr2: Learn from the above and agree model and min offer for further regions.</p> <p>Introduce Employer 'toolkits' to prepare for placement and employment.</p> <p>Yr3: To have commissioned suitable and ambitious alternative provision for every region.</p> <p>Summative:</p> <p>No statistically relevant difference in progress made by those identified as SEMH as compared to those that do not.</p> <p>A reduction in persistent absence rates.</p>

Strategy	Tactics to realise the strategy	Milestone
<p>To ensure there is an appropriate and local offer to enable learners who have SEND requirement to increase their life choices and meet their full potential.</p>	<ul style="list-style-type: none"> ● Named representative/champion on the Board with focused remit for SEND. ● Offer map: Providing local choice, an outstanding learning experience and meaningful progression opportunities. ● Goldwin case study shared. ● Introduce social recruitment framework to inform and support employers with a 'toolkit' for those with SEND that highlights support made available, such as access to work opportunities. ● Agree and present a Young Person's guarantee (every 16-year-old to have a minimum offer they can access, including A Levels, T Levels, apprenticeships with pathway from courses at level 2 and below. 	<p>Yr1: Identify cold spots.</p> <p>Yr2: Agree min offer for learners with SEND in each region.</p> <p>Introduce Employer 'toolkits' to prepare for placement and employment.</p> <p>Yr3: Commission suitable and inclusive SEND provision by region.</p> <p>Summative:</p> <p>Reduction in distance to learn and thereby increased quality of life for learners with SEND.</p> <p>Increased intake of students with SEND through accessible learning and inclusivity.</p> <p>Increased number of employers investing in SEND students, as a result of recruitment framework and toolkit support, leading to Increased progression into meaningful employment.</p>
<p>To secure a mechanism that creates joint ownership of knowledge and skills between providers and employers in Kent.</p>	<ul style="list-style-type: none"> ● Named representative/champion on the Board with focused remit for joint ownership of skills. ● Offer Map: Work with all providers to confirm appropriate curriculum pathway offer across Kent that includes behaviours as well as knowledge and skills. ● Raise awareness of the above through careers teams across Kent. ● Working with LSIP FSB, stakeholders ● Education Rep from each LCPG network. ● Commission case studies that celebrate good practice. 	<p>Yr1: Employers and education providers confirm existing offer; identifying what is required to meet sector needs.</p> <p>Yr2: Employers enhance the offer in partnership with providers and local careers services to validate existing provision.</p> <p>Yr3: Employers inform the offer through explicit and published links to career opportunities.</p> <p>Summative</p> <p>A curriculum offer that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities available to them locally, regionally and nationally.</p>