

Post 16 transition guidance

Guidance for schools and alternative provisions for young people between the ages of 14-16 approaching further education



Contents

1. Introduction	1
2. Early Identification	2
3. Meaningful Interventions	4
4. Work Experience	8
5. Information Sharing	8
6. Underrepresented groups	9
7. Ongoing Support	12

1 Introduction: Why we need a post-16 transition guidance

The majority of Hillingdon's young people progress into positive post-16 destinations after Year 11 and go on to have fulfilling jobs, careers, and lives. However, there are still far too many young people compared to other areas of West London who soon drop out of provision or do not engage at all and become Not in Education, Employment or Training (NEET).

Once becoming NEET some young people struggle to re-engage with further education or training and this often affects the life chances of these young people. The proportion of young people NEET in Hillingdon fall towards the south. Characteristically the most typical young person NEET in Hillingdon would be identified as a white British male (as of January 2024)

The Hillingdon post-16 transition guidance will look at:

- effective and early identification of those most at risk of becoming NEET
- what meaningful interventions and experiences young people need to have and with whom
- ensure there are information sharing processes in place that are timely, appropriate, and effective (and fully compliant with GDPR processes)
- ongoing support is in place for those that need it most.



The guidance has been developed in consultation with secondary schools, including special schools and provision, local training providers and Harrow, Richmond, and Uxbridge College. We have also consulted various support services including the NHS.

This document is a guide for everyone supporting young people with post-16 transition into positive and sustainable destinations. The audience for this guidance includes staff at all secondary schools, staff at all Hillingdon post-16 providers of education and training, parents/carers of all young people and all other agencies involved in the transition from secondary school into post-16 provision. In addition, this guidance will ensure all education and training settings in Hillingdon are meeting statutory legislations for inclusion and equality as stated in the Children's and Families Act.

The Transition Guidance is underpinned by the ethos that early intervention is an initiative-taking approach to meeting the needs of young people in the city and through early investment in this process will result in greater gains for young people. The guidance recognises that there is an equal need to ensure both effective support and effective and suitable provision is available for all young people. We understand that careful attention needs to be paid to the positive relationships young people have with those within school and outside school and these should not be underestimated when it comes to who is best to support young people on their post-14 journey. Furthermore, it is a 'living' document and may be amended or adapted to reflect changes in need across Hillingdon or within the education or training sector.

Hillingdon's vision

The Hillingdon Post-16 Transition Guidance ensures that every young person and their family are entitled to consistent transition as they transfer from secondary school into post-16 and post 16 destinations. Transition planning will consider the whole young person and ensure that all agencies involved are working collaboratively and timely, to ensure the best outcome for the child and their family. Those young people that require more support will be identified earlier and a bespoke package of support will be agreed with relevant stakeholders, including the young person, which allows them to make a more successful transition.

Aims:

We want to ensure that all children in Hillingdon have consistent quality and inclusive transition experiences and interventions to progress smoothly into the next stage of their education or training. The support offered should be timely and based on individual need and should be well planned with all partners and involve a series of meaningful experiences that help prepare the young person for their next step. The transition process should support the transfer of relevant information between schools and post-16 providers and services, with the opportunity for further ongoing support where needed.

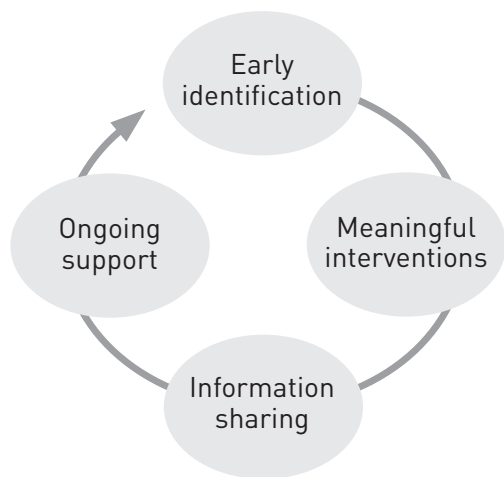
Benefits for schools

This Transition Guidance outlines the vision, context, and steps we encourage all schools to adopt to support all young people, but explicitly those who are most at risk of not making a smooth transition into post-16 provision. We recognise that this guidance includes additional resource to do this effectively and where at all possible the council alongside other services will support schools as much as possible to embed this guidance.

The benefits to your school may include a more positive Activity Survey which outlines the destinations of your previous years Year 11 (as at November following the school leaving age in June) but more importantly this should show improved retention data as your students' progress in the 12 and 24 months after they leave your school (as shown in government Destination Measures for all schools). As a local authority we hope this will therefore have an impact on the Boroughs NEET performance. Below is an overview of the key themes within this guidance and how to implement them.

2 Early identification

All young people in Year 10 should be 'Red, Amber, Green' (RAG) rated for their risk of NEET during the summer term. This process should be completed by a 'team' of appropriate professionals within the school these may include, but not limited to: Head of Year, Form tutors, Pastoral Head of Year, Safeguarding Lead, SENCO, Careers Adviser/Lead, designated teacher for Looked After Children.



The local authority supplies a 'Risk of NEET identification' tool which can support you to complete this RAG rating process which takes into account a variety of characteristics that are deemed to help assess a young person's risk of becoming NEET. The school should highlight any characteristics on the template and then complete an overall rating of very high – very low (a more comprehensive definition of these is outlined later in this document).

The purpose of this data method allows for support to commence prior to starting a college or training programme, which should include young people meeting college/provider staff, visits to the new premises, introductions to other key staff, so that young people feel familiarised and know where to go for support. Further details of this will be explained in the 'meaningful Interventions' section of this document.

Early Help referral: You may deem it necessary for an early help assessment to be completed for a young person where it has been indicated they are 'Very High/High', especially for a young person who has not had any other assessments to support them for example, Child Protection/Child in Need/ Education Health and Care Plan.

RAG rating the year group

WHO: All schools should adopt a 'team' approach to this process, best practice is to identify the key people which are likely to include Head of Year, SENCO, Safeguarding lead, Pastoral support, Careers Adviser. A lead person should be nominated in your school who can be named on any transition information and as a point of contact for providers during September – October half term immediately after leaving school.

WHEN: In preparation for the academic year all schools should RAG rate their current Year 10 by end of the summer term. This will give an adequate head start to transition activities for the whole of the academic year whilst young people are in Year 11.

Once this data is complete an overall Risk of NEET Indicator will be automatically generated. The following definitions are to be used when making a judgement on a student's Risk of NEET:

VERY LOW risk – there is no risk identified to the positive transition into post-16 education or training for this young person.

LOW risk – there are a small number of indicators but nothing substantial that may have an impact on the young person becoming NEET after Year 11.

MEDIUM risk – there are some characteristics or situations that may mean this young person may not make a positive transition into post-16 education or training. This may also include young people who may move into an Education, Employment or Training (EET) destination but may be at risk of not retaining their place at FE or with another provider.

HIGH risk – there are several characteristics or situations that mean this young person is highly likely to not make a positive transition into post-16 education or training. If they do move into an EET destination, there is a high probability of dropping out of provision early and therefore require intensive support to access and sustain a place in education or training.

VERY HIGH risk – the characteristics have indicated that this young person is highly likely to become NEET and unlikely to start any provision, even with additional support and interventions.

What happens to compiled data

Saved in your school secure drive for staff to access so it can be updated at various stages throughout Year 11. You may even wish to link and use Microsoft Forms to your Risk of NEET indicator' which can allow for more internal data analysis.

Personal		Ethnicity				SEND	Disad	Social Care			Attendance		Caring Responsibilities		Health and Wellbeing		Youth Offending										
Legal Surname	Legal Forename	Attending PRU / AP	Name of Provision	EHE	CME	Ethnicity	Refugee / Asylum seeker	EAL	SEND	Pupil Premium	IAC / Care Leaver	CP / CIN	Early Help Referral	Social Worker	Exclusion	Attendance / Absence (>10% PA / <50% SA)	Multiple School Moves	Pregnancy	Young Parent	Young Carer	CAMHS Involvement	Health Condition	Substance Misuse	YOT supervision	Previous YOT supervision	Custody	
Bloggs	Joe	Y		N		WBRI			m	SEND	Y					SA											

Risk of NEET indicator tool

Some schools in Hillingdon have highlighted the effectiveness of using the RONI tool (attached to this guidance), which can help identify those young people within a year group that are at risk of becoming NEET. Once you have your pupils ratings you can then use this guidance document to help with strategies - see 3.5.

As you will see above, you can select certain characteristics that apply to the young person which will then provide a risk rating – as seen on the right.

Not only can this information be beneficial for activity planning and early intervention, but also could be a good tool resource to use when providing September Guarantee for your cohorts to the Local Authority NEET team. When scrolling columns to the right of this document you will see September Guarantee information which you can provide when it comes to applications/offers.

Schools can transfer data from existing databases onto this tracker to help centralise, however should you wish to make any amendments **Roniadmin** is the password to be used. For example, to change 'Y' 'N' to 'Yes' 'No'.

3 Meaningful transition interventions

Providing bespoke transition activities is shown to support retention of post-16 places in education or training. These activities should be based on the individual interests and needs of each young person and are likely to require pre-planning to ensure that the full breadth of post-14 and 16 options are explored to support the young person's decision-making process.

CEIAG is a statutory responsibility that ensures all schools have a careers education programme that meets the needs of their learners and provides qualified and impartial Information Advice and Guidance (IAG). IAG should be prioritised for vulnerable young

Reason	RONI			
	Generated RONI	School RONI	Match	Information / Key reason for RON
	High			
	Very Low			
	Very Low			
	Very Low			
	Very Low			

people from Year 9 onwards, but particular attention should be paid in Year 11. We suggest that IAG is provided prior to December of Year 11, where career options are agreed and mapped out with a detailed action plan which will help them towards their goals. This should include interventions that give job and careers advice from an employer's perspective, especially where young people are seeking work-based learning.

All staff must recognize the importance of good school attendance in supporting transitions and ensure the school promotes this in its ethos and policies. Where a pattern of absence is at risk of becoming, or becomes, problematic, it must be identified on the RONI. Where absence intensifies, so should the support provided and will this require the school team to work in tandem with all relevant partners. Where appropriate school staff should facilitate additional and bespoke visits and meetings with providers and young people for the most vulnerable pupils and those that have been identified on the RONI.

A successful transition will require students to develop both existing and new skills. An effective programme should therefore target the development of skills such as communication, attendance, time-management, organisation, and teamwork. Broadly we recommend the following process:

- 1) RAG rating process followed at end of Year 10 as outlined in this document under 'Early Identification'.
- 2) Careers guidance interviews are held during end Year 10/early Year 11 for those identified as High or Medium risk, including those who are accessing alternative provision or those not attending school for other reasons. This process will help inform the types of providers and activities which may need to be planned in.
- 3) During December, a review of the high and medium risk young people should take place with key staff to plan the transition activities and tasks for contacting specific providers are agreed with appropriate timescales and review points.
- 4) January onwards transitions activities take place. We recommend a minimum of three activities per young person and should be based on creating relationships with providers to aid transition.
- 5) Where appropriate EHCP review meetings should be held, and plans forwarded to post-16 providers in line with LA processes and good practice (see 4.13 for further details on EHCP process and information sharing).
- 6) Use the provided RONI template to help with RAG rating and monitoring young people.

General advice for those who are very low/ low risk of becoming NEET.

An example list of activities is provided below:

- **Building Relationships:** Arrange for specific providers, ideally those post-16 staff who will be teaching them, to come into school to meet the young people. Focus should be on forming positive relationships therefore we recommend curriculum staff are the most suitable for this, rather than schools liaison teams (although they are likely to be able to help make links with specific curriculum staff and should be kept informed). Links should also be made with pastoral staff (where they are different to curriculum staff) as they can also play a significant role and ensure young people are aware.
- **Interventions:** Arrange for young people to go into the provider to:

- meet the relevant staff again.
- make sure they know how to get there (including understanding bus timetables, or where to store their bike).
- Understand the programme/course in more details.
- Meet current learners (if appropriate).
- Familiarise themselves with surroundings and know where to get support and meet pastoral staff, including specific rooms/ times where pastoral staff are based.
- Ensure they have all the practical support in place such as ID, bank accounts, National Insurance number (See Parent Letter).
- **More than once:** Arrange for the named person from the provider to come back into school before the end of GCSE exams (or earlier if they are not sitting many/or any) to ensure any further queries/questions are addressed.
- **Apprenticeship seekers:** during Jan – Apr, for those seeking apprenticeships, the young people should be supported to identify key training providers and employers and be supported to create a customised CV for their apprenticeship choice. During the same period, they should also be encouraged to seek and apply for 'back-up' options e.g. full-time college places or traineeships.
- **The HRUC Vocational Carousel –** A 6-week programme which provides practical IAG and exposure to vocational elements of courses on site at HRUC for one day a week. The course also includes certification and an **opportunity for earlier enrolment.**

Very high/high/medium risk of NEET young people:

For those identified as medium to very high risk of NEET a well-planned set of transitional activity should be in place across the whole of Year 11, which sit alongside the statutory duty to provide qualified IAG. As a minimum we recommend the following, however we urge this is a tailored approach for each young person:

Medium risk of NEET young people

Taster days at Harrow Richmond and Uxbridge College (HRUC)– In July, the college can support young people who have already applied and had an interview to have a taster day (subject to course). If they enjoy the taster, they can enrol and then complete the ID process in August.

Activity	When
Invite relevant post-16 providers into school to meet a group of young people (high/medium risk) with an interest in that provision. Providers introduce the provision, any requirements, what they are looking for, what it can lead to. An opportunity should be given for a 1-1 discussion where the young person feels able.	Autumn term
A visit to the provider(s) should be arranged so the young person can meet with specific staff they will see daily i.e. curriculum staff at college, or tutors at training providers. An opportunity should be given for a 1-1 discussion where the young person feels able.	January/February
For those young people seeing work-based provision – providers should be invited back into school to provide short workshops and sessions, including informing young people of practical considerations such as ID, bank accounts etc, but also covering expectations of going out on a work placement. Encourage the provider to bring in a current learner so your young people can get a real sense of what the provision is like.	February - April
For those young people seeking college provision – contact should shift from the school liaison team to the curriculum staff and request that specific staff might come into school to meet with the young person (s) again to build a relationship. Encourage the college to bring a current student in with them so your young people can get a real sense of what the provision is like and share their transition from Year 11.	February - April
Encourage additional visits leading up to the summer to ensure the young person knows how to get there and feels comfortable with the programme and knows where to go if they need any help.	April onwards
Do a 'check' on all the practical arrangements the young person will need to have in place: ID, active bank account, any forms completed for the provider, travel considerations etc.	March onwards
Speak with the parent (where appropriate) to ensure they are aware of all the support on offer at the provider, giving specific names/emails where relevant. Remind them of anything they need to do to support their child.	March onwards
For those seeking work-based learning, young people should be supported to apply for all their options and be clear on the expectations around CVs, making decent applications and interview preparation. (Extra attention should be paid to back-up plans as per other suggestions in this table)	April onwards
Information is shared by the LA for each young person with the appropriate provider to highlight characteristics that may make them at risk of NEET. During the transition meeting the school should supply further detailed information where there are more significant concerns e.g. safeguarding, learning needs, or other information deemed important to share to support the young person.	By early July

An example of Careers Focus Fortnight

Monday 6 January	Tuesday 7 January	Wednesday 8 January	Thursday 9 January	Friday 10 January
Launch Step into NHS competition Taster sessions (Year 8) (Psychology, Health and Social Care) Green careers Alumni display	Hall assembly on careers (Year 7&8) Startup Sherpa Launch Taster sessions(Year 8) (Childcare) Careers Coffee Morning (Parents)	1-1 Mock Interview day HALL (Year 11)	Hall assembly on careers (Year 11) Taster sessions (Year 8) (Sociology and business) Talk about careers in languages (P4 & P5) (Year 9 and 10)	Hall assembly on careers (Years 9&10) Start up Sherpa Launch Taster sessions (Citizenship and media) Trained Sports Therapist talk with GCSE PE classes (Year 8)
Monday 13 January	Tuesday 14 January	Wednesday 15 January	Thursday 16 January	Friday 17 January
FT House Competition – ‘Murder Mystery’ SEND Careers lunch	6th Form Taster Day (Year 11)	Careers Fair Day (Years 7,8,9,10,11) Insight workshops and Speed networking (Year 11)		Intervention, advice and guidance session (Year 11)

For young people in Year 10 and 11 who are considered medium or very high risk of NEET the school can make a referral for the vocational carousel which is an enhanced programme for young people targeting ‘careers not courses’. This carousel can also be for young people who are not at risk of NEET and maybe require a more vocational pathway – but unsure of what pathway to take in college.

Through the school’s partnership model with HRUC there are several engagement events through the year that may benefit cohorts – which will be published on LEAP.

Every January, Swakeleys School holds a two-week careers focus event, aligning with Year 8 options and Year 11 Post-16 choices. Now in its 6th year, the event has grown with more participation from curriculum areas, external speakers, workshops, and pupil engagement.

The event aims to involve every pupil in Years 7-11 through activities like careers fairs, assemblies, taster lessons, and careers lessons, ensuring they engage in career-related activities. This helps meet Gatsby benchmarks and shows how subject knowledge and skills can lead to future employment.

This year, new initiatives include a Careers Coffee Morning for parents and a virtual work

experience package called Start Up Sherpa, offering pupils 15 career quests to develop employability skills.

Feedback from pupils, parents, and staff is overwhelmingly positive, showing that pupils enjoy the events, understand employer expectations better, and benefit from taster lessons for their subject choices and future steps.

“Every year we aim to do our very best to make sure that our pupils’ choices about their next steps - whatever and whenever they may be - are informed, thoughtful and the best possible decisions for them. Hopefully, the careers focus fortnight supports these future choices”.

Parents and carers

It is recommended that parents/carers engage in the process where appropriate and that parents are informed about the next steps for their young person including any practical considerations which may affect them, such as how moving into education or training may affect their child benefit/universal Credit payments. This could be through inviting parents into IAG meetings with their young person and careers adviser, where they will engage and also through general communications. A parent letter could be sent

out to all parents/carers of your Year 11 cohort as it provides a breakdown of things the parent or young person needs to consider from setting up a bank account, ensuring they have ID to social media code of conduct.

As part of the 'early enrolment' process outlined above; the college also hold a new student 'parents evening' on the same day. The college pastoral teams will contact the parents/carers of those who attend that day, as a courtesy call to introduce themselves.

4 Work experience

Work experience

Young people who face most barriers benefit more from careers education. The impact of a school reaching all eight careers education standards (Gatsby Benchmarks) can now be measured. It shows the odds of a young person from a disadvantaged community being NEET reduces by 20 per cent. Such a reduction in NEET levels saves taxpayers £150m a year. (Careers and Enterprise Company')

'Get Ahead Work Experience Programme'

This programme aims to source sustainable work experience placements for young learners. By registering for the programme, they will access dedicated one-to-one support with a Work-Related Learning Adviser (WRLA) and extensive engagement with a local employer over a period of two to five days.

Schools and training providers may register students on the Get Ahead Programme who are at risk of becoming NEET after leaving education (for full eligibility criteria, please see below). Our Work-Related Learning Advisers will support these students to find work experience tailored to their interests, aspirations, and abilities. This will include:

- I. pre-placement group activities.
- II. access and assessment through Skills Builder Benchmark.
- III. 1-2-1 personal support covering travel planning, contacting the employer and advice on maximising the outputs of their placement.
- IV. work experience placement of two to five days.
- V. post-placement reflective learning.

Schools and education providers in South London, West London and East London can get in touch and register students who:

- I. Are aged between 16-19 or 16-25 with SEND requirements and an Education, Health and Care Plan (EHCP).
- II. Are considered by their education institution (or another appropriate authority) as being at risk of becoming NEET (not in education, employment or training) after leaving education and/or not completing their post-16 education course.
- III. Are studying within one of London's state-funded education institutions and situated within East, South or West London sub-regions.

To refer please follow this link www.edt.org/united-kingdom/get-ahead-contact/

'Speakers for Schools'

www.speakersforschools.org/work-experience-opportunities/

5 Information sharing

What information can and should we share:

Under section 507b of the Education Act 1996, schools must share information with the local authority and/or provider of youth support services to support the education or training of 16-19-year-olds. They may also share data with post-16 providers to secure appropriate support on entry to Post 16 provision. There is also a duty on local authorities to support young people to participate in suitable education, employment, or training opportunities, which are linked to raising of the participation age.

Consent:

The data sets which the LA hold can be shared with post-16 providers as part of the duty on LAs to support all young people to participate in suitable education, employment, or training opportunities.

In line with government guidance information must be shared where there are safeguarding concerns related to a child. In this scenario the appropriate processes for safeguarding should be shared, the Transition Meeting Information (TMI) maybe a useful aid when transferring the information, however if there are other supporting tools they should be used.

Safeguarding information will be stored within your settings CPOMS software/database.

For those young people who have an EHCP, most of the transition information should be already contained within this documentation, however if there are additional characteristics then these must be included on the Risk of NEET identification and Cohort Check Template.

Schools can use the Transition Meeting Information (TMI) Form as a tool to support verbal transition meetings with providers. If the school wants to share this information as a document, then you must consider your own data sharing processes.

How the LA share information:

LA collates 'Offer' information from schools and post 16 providers for every young person in Year 11 as part of the September Guarantee process. This will usually be collected during the spring term.

How will the information be stored:

At HRUC, the information shared will be stored on the 'Confidential Comment' section of ProMonitor. ProMonitor is the day-to-day Management Information (MI) system that HRUC use. This information is only visible to Stage 5 Safeguarding Leads at the college and will not be accessible to all staff. If the Safeguarding Lead feels the information held would benefit the young person by being shared, then this will be done on a need-to-know basis with the relevant staff in college. The college may now also be using CPOMS. Please check with them for further details.

Cross-border information sharing:

We recommend a verbal transition meeting, as already outlined in this document, is arranged for any very high, high and medium risk of NEET young people with providers outside Hillingdon. Schools should ensure that they have accurate contacts within each of the providers to do this effectively and follow your schools' data sharing guidance.

It is likely that the principles of this guidance will be adapted across GM over the next few years to have a consistent approach for all schools and providers/services.

Schools should discuss with other GM providers about their re-engagement provision and pathways, to ensure they are included in IAG discussions.

6 Underrepresented groups

EHCP YP – The SEN team send active EHCP plans to identify post-16 providers that are discussed during the final Year 11 review process.

This process should be particularly focused on when the young person is not looking at FE provision as often the smaller training providers do not have the same strong links with the SEN team and feedback suggests that if a young person does not disclose an SEN need, they can often go without the support they need during the first weeks on programme and can sometimes affect retention.

SEN support – for those young people without an EHCP but still with SEN needs that will require sharing details with the next provider then a SEN transition meeting with the providers Learning Support team. This should detail the type of support the young person has received in school such as TA support in specific subjects, number of hours, techniques that they respond to, any specific equipment required and any other relevant information. The school SENCO and Careers Leader should be included in the meeting, and both take responsibility to ensure this meeting takes place. During the meeting it is useful to have other documentation such as 'one-page profiles' as a verbal aid.

Access arrangements – if a young person has an EHCP, then any access arrangements for support and exams is indicated here. However, should the EHCP have ceased, or they do not have an EHCP at all, then often this information may be unlikely to be shared with the next provider. Providers often state that although they are looking out for additional support needs during the early part of the first term, it can still often lead to delayed assessments for support and therefore has consequences on engagement and retention. To support this, we have outlined a process below (linked to 4.22)

Looked after children

All young people who are looked after will have a PEP (Personal Education Plan) in place to support their education, training, and engagement at post-16. The virtual school team ensure this is shared with post-16 providers to support their transition. If there are concerns around a pupil who is LAC

schools/providers are recommended to provide the following support.

- Ensure the child has access to a careers appointment to make informed decisions about their future in Year 10 with a follow up in early Year 11.
- Work with foster carers and/or keyworkers to ensure applications have been made to post-16 providers and the child has visited open days.
- Support the child to attend the setting again in the summer term.
- Have a transition PEP in the Summer term with the new post-16 setting’s designated teacher.
- Ensure My Support Plans and other documents are transferred to the new setting.

Young people known to youth justice

Young People known to Youth Justice can often slip under the radar - therefore for them to have a secure placement for post 16 is essential. We would recommend that schools check if they have made applications as often assumptions can be made that there is an option, however this can often not be the case. Also speak to them about the difference between college vs School life, as often they can think that college is a similar environment to school – which therefore can put them or their parents off the idea.

Attendance difficulties

If a young person has attendance below 90% then there should be home visits. If you have not

heard for 10 days, on the 11th day please report them as a Child Missing in Education

Young person below 50% attendance are considered to be severely absent – please refer to the LA in these situations.

From September 2024 new guidance will be introduced where young people who miss more than 10 sessions in one academic year will require a referral to the LA.

The 3-Tiered Approach to NEET prevention

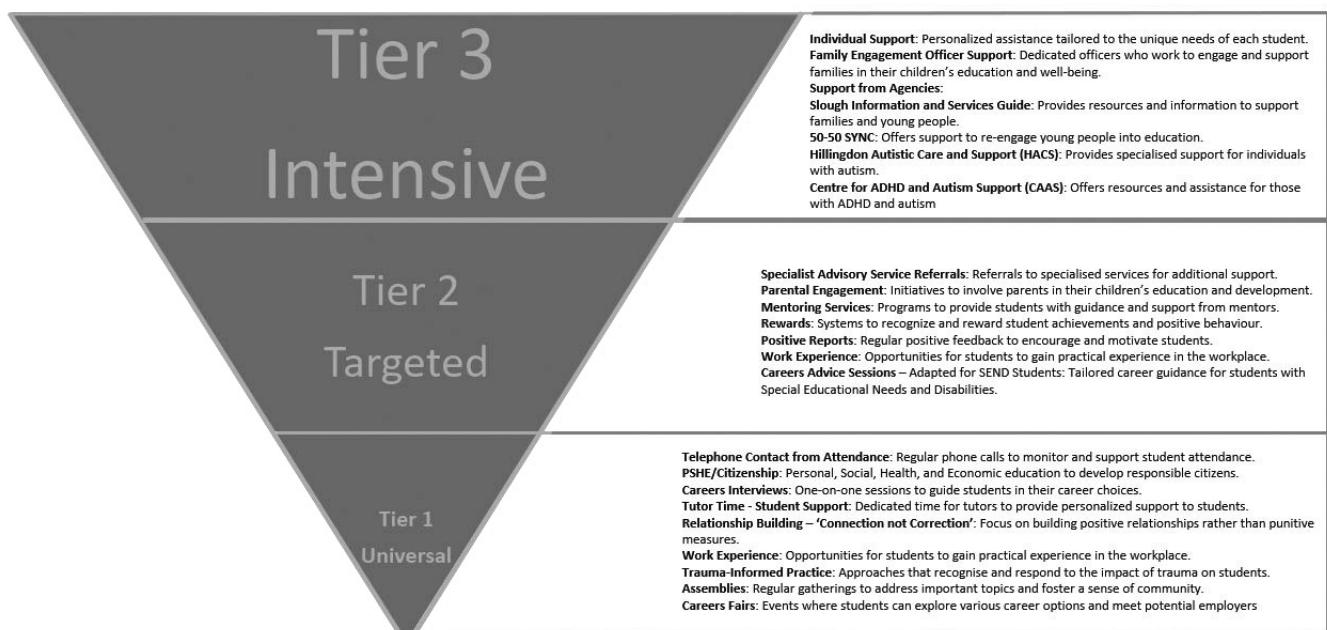
To support young people who may be at risk of becoming NEET, in partnership with schools, NHS and professionals a ‘3-Tiered Approach’ was created to help schools understand the various ways in which they support. The below model represents strategies from a variety of school’s which have been tried and tested for young people at risk of becoming NEET.

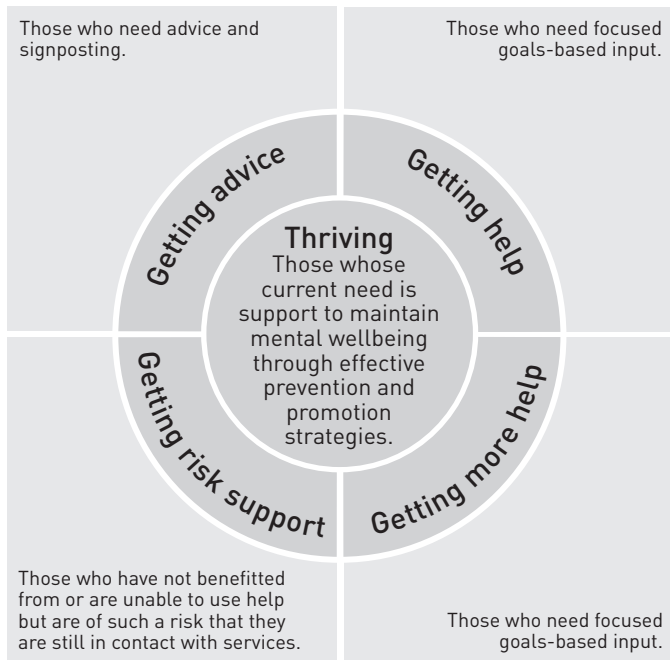
Young people experiencing social and emotional difficulties.

For some cases it can be that young people are experiencing social and emotional reasons for why they are unable to positively access education, or a variety of other factors are causing them social and emotional difficulties. Within Hillingdon there is a year-round offer that can help support young people up to the age of 24 – these include: -

- **Being Me - Ages 8 to 17.** Programme for children who have witnessed domestic abuse to explore self-esteem, healthy relationships, and personal safety.

A 3-Tiered Approach to NEET prevention





- **AIMS Mentoring - Ages 11 to 19.** One-to-one mentoring. Appendix E
- **iChoose - Ages 12 to 19.** Weekly groups for boys and young men. Each week, explore issues that affect young people through games, cooking, craft, sport, activities, and discussion.
- **KISS - ages 11 to 19.** One-to-one mentoring and support around sex, relationships, CSE and sexual health education.
- **LGBTQIA+ drop-in ages 13 to 19.** Monthly groups for 13 to 16-year-olds and 16 to 19-year-olds who are questioning or identify as LGBTQIA+
- **LINK- ages 13 to 24.** One-to-one counselling. Delivered online and at various community locations.
- **M- PACT (Moving Parents and Children Together) - ages 8 to 17.** Programme to educate family members on the impact of addiction on children and family life, and help families with communication and coping strategies, so they can make positive changes. The programme also ensures children and young people living with parental substance misuse are safe, visible and their voices are heard.
- **SORTED - ages 11 to 19.** One-to-one mentoring and counselling around drugs and alcohol education.
- **Unique swagga - ages 12 to 19.** Weekly groups for girls and young women. Each week, explore issues that affect young people through games, cooking, craft, sport, activities, and discussion.
- **Yoga for wellness ages 15 to 21.** Group to support young people who struggle with stress, anxiety, and/or depression.

For referrals please follow this link – Adolescent Development Services - Targeted Programmes - Access request Form www.hillingdon.gov.uk/targeted-programmes

Hillingdon ICB is leading in collaboration with Hillingdon Council to create a pathway and directory to outline support with early intervention and prevention services in Hillingdon under Getting Advice and getting support sections of the Thrive model on the right.

Alternative Provision (AP) YP – schools continue to have a statutory duty regarding careers education and IAG for those accessing AP. Schools should explicitly consider those who are on full time AP which is off-site and how they are providing CEIAG. These young people who have struggled to thrive in mainstream settings should be paid particular attention. We expect schools to work closely with the AP provider to ensure career options are explored with qualified advisers and that advisers attend review meetings. They should also be offered access to experiences that support their career choices, and that transition support is prioritised which supports them to ease into their post-16 destination. Wherever possible any young person who attends alternative provision, should be prioritised for additional support over the summer period. This could be through a school-based careers advisor, connexions advisor, social worker, or other relevant partner.

Alternative provision providers are likely to hold significant information on young people that will support them with their transition into post-16. The final AP reports (completed at May Half term) will be shared by the LA with the school and HRUC as part of the Risk of NEET data sharing process outlined in this document.

Excluded young people/school refusers

– Young people who are given a permanent exclusion are allocated a place at a PRU or other alternative provisions and therefore move roll to that setting. In relation to transition, the responsibility still lies with the previous school, as well as the LA, and arrangements should be made to offer them appropriate IAG and transition support as already outlined in this document.

7 Ongoing support

Previous school:

Some schools are already regularly reviewing their previous cohort, especially during the first few weeks of the autumn term, through consulting with local colleges and providers. It is an expectation that schools will support tracking of destinations for their activity survey during the first half term of the new academic year (September – October). Priority should be given to those that had been identified as very high through to medium RON and schools should track these from early September.

As a minimum we suggest that all schools ensure local colleges and providers have a named school representative that they can contact during the first half term, to speak to should a young person be disengaging from provision, or they have general queries. We hope this will allow a school to intervene early and provide a familiar and supportive voice to help address any concerns for that young person. We see this as a 'light touch' offer by signposting rather than intensive support.

Schools could try and offer an afternoon/evening event just before October half term to past students, which is aimed at those leavers who have not 'settled' into post-16. This could be supported by providers and services across the city to help signpost them or deal with any specific issues they are facing.

The NEET team

All 'very high', 'high' and 'medium' risk young people will be highlighted to the NEET team by end July of the year young people complete their GCSEs. This will ensure that they are prioritised for follow up at regular intervals during the first term (September – December) as this is usually when young people are most at risk of dropping out of provision.

September Guarantee - By May of each academic year all schools should know where their Year 11 and Year 12 students are going, at this stage of the year it is requested that this information is provided to post16eet@hillingdon.gov.uk in order for the team to start updating the system. As guidance all schools by the end of April they should have a September Guarantee for all students in this cohort.

College re-engagement provision:

- **Taster Days** in July – please contact chughes@hruc.ac.uk

- **Carousel** – Offered to Year 10/11 – please contact mpearson@hillingdon.gov.uk for more information.

- **Workshops** – bespoke programmes can be agreed with schools for class visits – please contact chughes@hruc.ac.uk

- **Princes Trust Programme** – Better preparation for entry into the job market. Increasing learners' confidence and developing practical strategies to help you find employment.

Training and Apprenticeship: Better preparation for entry into further training and vocational apprenticeship.

The Princes Trust Team Programme - Entry Level Harrow College

- **'Don't drop out drop in'** – For students who have attended college and are at risk of leaving the course – please contact chughes@hruc.ac.uk

Who are the key contacts at HRUC?

Enrolment and course queries

Ciara Hughes

@ ciara.hughes@hruc.ac.uk

SEND

Jane Harris

@ jeharris@uxbridgecollege.ac.uk

Safeguarding

Kiran Rami

@ kiran.rami@hruc.ac.uk

Sharon Croxon

@ Sharon.croxon@hruc.ac.uk