

Appendix A

Youth Engagement and Post 16 Education, Employment and Training

Information Pack

January 2025

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Section 1 Post 16 Data

Young People Academic Age 16/17 Not in Education, Employment or Training (NEET) or where destination is Not Known ((KN) - November 2024 Quintile Position

LA	NEET + Not Known %	November Quintile
Bath and North East Somerset	5.9%	2
Bristol, City of	5.5%	2
South Gloucestershire	8.2%	4
North Somerset	11.0%	5

November NEET/NK Bristol and Statistical Neighbour Performance

November Stat Neighbours		(Y12-Y13) NEET %	(Y12-Y13) NK %	(Y12-13) In Learning %	(Y12-Y13) NEET + NK %
LA	Bristol, City of	4.9%	0.6%	92.0%	5.5%
Rank (1=Closest)	Name	(Y12-Y13) NEET %	(Y12-Y13) NK %	(Y12-13) In Learning %	(Y12-Y13) NEET + NK %
5	Brighton and Hove	4.4%	1.8%	91.5%	6.2%
10	Peterborough	5.0%	1.3%	91.2%	6.3%
3	Reading	3.2%	3.1%	90.7%	6.4%
7	Plymouth	5.0%	2.0%	90.5%	7.0%
8	Coventry	3.0%	4.1%	91.2%	7.2%
6	Derby	7.4%	0.4%	87.9%	7.8%
4	Sheffield	5.3%	3.6%	89.2%	9.0%
1	Portsmouth	5.3%	6.2%	85.2%	11.5%
9	Leeds	4.2%	7.6%	86.4%	11.8%
2	Southampton	3.1%	18.7%	76.9%	21.8%

January 6th 2025 Data Report

Activity	16	17	Total	%
Current Situation Not Known (CSNK)	15	28	43	0.44%
CSNK - No Address	-	5	5	0.05%
In Learning	4,532	4,262	8,794	90.77%
Jobs Without Training	40	143	183	1.89%
NEET	245	354	599	6.18%
NEET other	2	7	9	0.09%
Re-engagement Provision	21	34	55	0.57%
Total	4,855	4,833	9,688	100.00%

Breakdown of Young People who are NEET

NEET Activity	Total
Seeking employment, education or training	505
Not available to labour market/learning - illness	60
Not available to labour market/learning - teenage parent	9
Not available to labour market/learning - carer	8
Not yet ready for work or learning	7
Working not for reward	5
Not available to labour market/learning - pregnancy	2
Start date agreed (other)	2
Start date agreed (RPA compliant)	1
Grand Total	599

NEET Young People by Locality

Locality	Total	%
South	224	37%
North	213	36%
East Central	159	26%
Area not recorded	3	1%
Grand Total	599	

Top 15 Ward Areas Where Young People are NEET

Ward	South	North	East Central	Total
Hartcliffe and Withywood	71			71
Avonmouth and Lawrence Weston		70		70
Filwood	53			53
Southmead		43		43
Hengrove and Whitchurch Park	27			27
Knowle	25			25
Lockleaze		23		23
Lawrence Hill			23	23
Hillfields			23	23
Henbury and Brentry		22		22
Brislington East			22	22
St George Central			17	17
Frome Vale			17	17
Horfield		16		16
Stockwood	15			15
Ashley			15	15
Grand Total	191	174	117	482

NEET Young People Ethnicity

Ethnicity	South	North	East Central	Area not recorded	Total
White - British	176	143	66		385
Information Not Yet Obtained	11	11	10		32
White and Black Caribbean	7	11	13		31
Any Other Mixed Background	4	6	5		15
White Eastern European	3	2	9		14
Black/ Black British -Somali	1	4	8		13
Pakistani	1	1	11		13
Any Other White Background	3	5	1		9
Caribbean	1	4	4		9
White - English	3	4			7
Indian	1	2	4		7
Black Caribbean	2	2	2		6
Any Other Asian Background	4		2		6
White Other	2	2	1	1	6
Grand Total	219	197	136	1	553

Pupils At Risk of Becoming NEET - Year 10 & Year 11

There are 8696 Year 10 & 11 pupils aged 14 to 16 in Bristol (this only includes young people with a Bristol postcode and schools that share attendance data). Based on data available through the Think Family education application, we have some top priority groups of young people for our NEET Reduction programme, including:

Category	Number (%)
SEN Support Needs	2017 (23.19%)
Of which SEN with Social, Emotional and Mental Health Support Needs (SEMH)	725 (8.34%)
Below 70% Attendance – average of 3 consecutive school years	582 (6.69%)
At Risk of NEET (using Think Family Formula)	378 (4.35%)
Children in Care with a Bristol postcode/in a Bristol school	56 (0.64%)
Child Protection Plan	40 (0.46%)
Engaged with Youth Justice Service	34 (0.39%)

Year 11 Risk of NEET population

The further breakdown of Year 11 pupils who are risk of NEET include:

21 year 11 pupils aged 15-16 who are at risk of CCE/CSE

- Across Year 7 to Year 11, there are 67 young people in this category.

18 Year 11 pupils are open to YJS

- 8 have an EHCP
- All have SEN Support needs
- All 11 have SEMH
- 14 are claiming Free School Meals
- 14 are Persistently Absent (Below 90%)

943 Year 11 pupils have SEN Support Needs

- 339 have SEMH
- 381 are persistently absent (Below 90%)
- 111 are at Risk of NEET
- 19 are CiC

1018 pupils are persistently absent (Below 90%)

- 310 have below 70% attendance
- 9 are open to YJS
- 81 have an EHCP with a further 20 undergoing a needs assessment
- 126 have SEMH
- 200 of those 70% are claiming FSM

Section 2 Statutory Guidance, Policies and Plans

Statutory Guidance

There are two main statutory guidance documents that cover the local authority role in relation to supporting young people's engagement and transition into education, training and employment.

Participation of young people in education, employment and training Department for Education, April 2024

Local authorities in England have statutory duties to encourage, enable, and assist young people aged 16 and 17 to participate in education or training. The main responsibilities include:

1. **Promoting Participation:** Actively encourage young people to engage in education or training until at least their 18th birthday.
2. **Identifying Non-Participants:** Maintain accurate records to identify young people who are not participating in education or training, ensuring timely support can be provided.
3. **Securing Suitable Education and Training:** Ensure there is sufficient provision of suitable education and training opportunities to meet the needs of all young people in
4. **Supporting Vulnerable Young People:** Provide targeted support to young people who are at risk of not participating, such as those with special educational needs or those from disadvantaged backgrounds.
5. **Tracking and Monitoring:** Collect and maintain accurate data on the participation status of young people, submitting this information to the National Client Caseload Information System (NCCIS) as required.

Services and Activities to Improve Young People's Well being Department for Culture, Media and Sport, Sept 2023

Local authorities in England have a statutory duty under Section 507B of the Education Act 1996 to secure, as far as reasonably practicable, access to sufficient leisure-time activities and facilities for young people aged 13 to 19, and for those with learning difficulties or disabilities up to age 24.

The main duties include:

1. **Assessing Needs and Provision:** Engage with young people, parents, carers, and providers to assess the needs and current provision of youth services. This involves understanding the diverse needs of the youth population and identifying gaps in services.
2. **Determining a Sufficient Local Offer:** Ensure that there is a sufficient quantity of both educational and recreational leisure-time activities aimed at improving young people's well-being. This includes activities such as sports, cultural events, outdoor activities, special interest clubs, and volunteering opportunities.
3. **Providing the Offer:** Facilitate access to these activities by directly providing services or by supporting and building the capacity of public, private, and third-sector organizations. This may involve funding, partnerships, or other forms of support to ensure a diverse and comprehensive youth offer.
4. **Publicising the Offer:** Make information about available activities and facilities easily accessible to young people, parents, and carers. This ensures that the community is aware of the opportunities available and can engage with them effectively.

5. **Reviewing the Offer:** Regularly review and evaluate the sufficiency and effectiveness of the local youth offer, making adjustments as necessary to meet changing needs and circumstances. This ongoing assessment helps maintain the relevance and quality of services provided.

In addition to these two duties, support for teenagers and young people are also a key element in a range of additional statutory duties including:

Theme	Guidance	Main Duties
Careers Guidance	Education Act 2011 (Section 29)	<ul style="list-style-type: none"> • Careers Guidance for Secondary School Students: Ensure that schools and academies provide impartial careers guidance to all students in years 8 to 13 (ages 12–18). This includes information on all post-16 and post-18 education and training options. • Impartiality and Independence: Careers advice should be impartial, independent, and informed by the needs of local labour markets, including apprenticeships and vocational pathways.
	The Careers Guidance and Inspiration in Schools (2012)	<ul style="list-style-type: none"> • Duty to Provide Independent Careers Guidance: Local authorities are responsible for ensuring that schools meet the requirement for impartial careers advice. Schools must also offer access to external, independent careers advisors, if necessary. • Careers Plans: Schools must publish a clear plan showing how they provide careers advice, targeting all young people, including those with special educational needs or disabilities (SEND).
	The Education Act 1997 (Section 10)	<ul style="list-style-type: none"> • Providing Careers Guidance for Post-16 Students: Ensure that young people have access to careers guidance beyond compulsory school age (i.e., post-16) to help them choose education, training, or employment options. • Access to Careers Services for Young People with SEND: Ensure tailored career advice and guidance are available for young people with special educational needs and disabilities (SEND).
	The Local Authorities (Duty to Secure Careers Guidance) (2012)	<ul style="list-style-type: none"> • Careers Guidance for 13- to 19-year-olds (up to 25 for SEND): Local authorities have a statutory duty to provide independent careers guidance to young people aged 13 to 19 (and up to 25 for those with SEND), to ensure they receive high-quality, impartial advice on their future choices. • Youth Engagement: Ensure that all young people, including those at risk of exclusion or those who are disengaged from education, receive tailored advice that includes information on apprenticeships, traineeships, and vocational training.
	The Education and Skills Act 2008 (Raising the Participation Age)	<ul style="list-style-type: none"> • Post-16 Participation: Local authorities must ensure that all young people remain in education or training until the age of 18. This includes facilitating access to careers advice to support young people in finding appropriate post-16 education and training opportunities.

	<ul style="list-style-type: none"> • Supporting Young People into Further Education, Employment, or Training: Provide support to young people who are at risk of becoming NEET (Not in Education, Employment, or Training), and connect them with appropriate services and guidance.
The Technical and Further Education Act 2017	<ul style="list-style-type: none"> • T-Level Careers Guidance: Ensure young people are provided with appropriate guidance on T-levels, which are vocational qualifications that are an alternative to A-levels. • Support for Apprenticeships: Provide information and guidance on apprenticeship opportunities, ensuring young people understand the pathways into skilled employment through apprenticeships.
SEND Code of Practice (2015)	<ul style="list-style-type: none"> • Careers Guidance for SEND Learners: Ensure that young people with SEND receive careers advice that is tailored to their needs, as part of their Education, Health and Care (EHC) plan. • Inclusive Careers Advice: Local authorities must ensure that careers services are accessible and responsive to the needs of young people with disabilities, and they should help them transition successfully into post-16 education, training, or employment.
The National Careers Service (NCS)	<ul style="list-style-type: none"> • National Provision of Careers Advice: The NCS is a government-funded service that provides impartial careers advice and guidance to individuals aged 13 and older. Local authorities must ensure that young people are aware of this service and can access it. • Support for Vulnerable Young People: Ensure that vulnerable young people, including those who are NEET, care leavers, and those with SEND, have access to quality careers advice through the National Careers Service.
Careers Education and Guidance in Schools (Ofsted, 2015)	<ul style="list-style-type: none"> • School Accountability for Careers Education: Schools are inspected to ensure that they provide adequate careers education and advice to students in years 8–13. Local authorities are involved in monitoring and supporting schools in meeting this requirement. • Promoting Employer Engagement: Encourage schools to engage with employers to provide work experience and other career-related learning opportunities to enhance the career education of young people.
The Skills and Post-16 Education Bill (Proposed, 2021)	<ul style="list-style-type: none"> • Career Guidance Framework for All Ages: The bill proposes a stronger framework for career guidance, making it mandatory for schools and colleges to provide high-quality careers guidance, working in partnership with local authorities to ensure every young person has access to support. • Supporting Lifelong Learning and Retraining: Local authorities may be tasked with ensuring career guidance supports young people in retraining and reskilling for the changing labour market.

	The Youth Employment Strategy (2017)	<ul style="list-style-type: none"> • Supporting Employment Pathways: Local authorities should work with schools, colleges, and other partners to ensure young people are equipped with the skills and knowledge needed to make informed decisions about careers, including access to apprenticeships, traineeships, and employment. • Targeted Support for Vulnerable Youth: Provide targeted career guidance and support for groups such as young people from disadvantaged backgrounds, young offenders, and those at risk of becoming NEET
	Ofsted Inspection Framework	<ul style="list-style-type: none"> • Monitoring Career Guidance: Local authorities must ensure that schools and colleges deliver high-quality careers guidance as part of their curriculum. This is monitored through regular Ofsted inspections. • Impact of Careers Guidance: Local authorities should work with schools to evaluate the effectiveness of career advice services in terms of outcomes like reducing NEET rates and ensuring young people progress into suitable post-16 education or training.
	Additional Considerations	<ul style="list-style-type: none"> • Collaboration with Employers: Local authorities should work with employers to create apprenticeship opportunities and ensure that young people are aware of job pathways. • Access to Work Experience: Support schools and colleges to provide work experience placements as part of careers education.
Children In Need and In Care/Care Leavers	Children and Young Person's Act 2008	<ul style="list-style-type: none"> • Safeguarding and Promoting Welfare: Ensure functions are discharged having regard to the need to safeguard and promote the welfare of children. • Provision of Accommodation: Provide accommodation for children in need within their area. • Support for Looked After Children: Promote the educational achievement and well-being of looked after children. • Care Leavers Support: Assist care leavers in making the transition to independent living.
SEND	Children and Families Act 2014	<ul style="list-style-type: none"> • Education, Health, and Care (EHC) Plans: Assess, create, and maintain EHC plans for children and young people with SEND up to age 25. Review these plans annually. • Local Offer: Publish a "local offer" detailing the support available for children and young people with SEND, including education, health, and social care services. • Joint Commissioning: Work with health services to jointly commission SEND services to ensure a coordinated approach. • Transition Planning: Support young people with SEND in their transition to adulthood, focusing on education, employment, and independent living. • Personal Budgets: Offer and manage personal budgets for families to provide greater control over the support received.

	The SEND Code of Practice: 0 to 25 Years (2015)	<ul style="list-style-type: none"> • Identification and Early Support: Identify children and young people with SEND early and ensure support is put in place. • Working with Families: Collaborate with families and young people to co-produce decisions regarding SEND support. • Inclusive Education: Ensure children with SEND can access mainstream education where appropriate. • Preparing for Adulthood: Support young people aged 14 and above with SEND in planning for higher education, employment, and independent living. • Annual Reviews: Review and adapt EHC plans to meet the changing needs of young people.
	Equality Act 2010	<ul style="list-style-type: none"> • Non-Discrimination: Prevent discrimination against young people with disabilities in education, training, and employment. • Reasonable Adjustments: Ensure reasonable adjustments are made in schools, colleges, and workplaces to support young people with SEND. • Access Plans: Create accessibility plans for schools and colleges to improve participation of students with SEND.
	Care Act 2014	<p>Main duties (for young people 18-25)</p> <ul style="list-style-type: none"> • Transition Assessments: Assess the needs of young people with SEND transitioning from children’s to adult services. • Adult Care and Support: Provide care and support for those whose needs continue beyond age 18, ensuring no gap in services. • Integration with EHC Plans: Coordinate care plans with EHC plans for those eligible under both the Children and Families Act and Care Act.
	Education Act 1996 (Amended)	<ul style="list-style-type: none"> • Securing Education: Ensure education provision for all children and young people unable to attend school due to SEND or other needs. • SEND Transport: Provide transport assistance for eligible children and young people with SEND to attend their educational settings. •

Youth Justice	Crime and Disorder Act 1998	<ul style="list-style-type: none"> • Establish Youth Offending Teams (YOTs): Set up multi-agency YOTs, involving local authorities, police, probation services, and health services, to coordinate responses to youth offending. • Preventative Measures: Develop strategies to prevent youth offending and reoffending. • Local Crime Reduction Strategies: Collaborate with community safety partnerships to address youth crime as part of broader crime reduction strategies
	Youth Justice and Criminal Evidence Act 1999	<ul style="list-style-type: none"> • Custody and Supervision: Ensure proper support for young people in custody and under community supervision. • Support Rehabilitation: Provide education, training, and rehabilitation programs to reduce reoffending. • Promote Welfare: Address underlying factors such as family support, education needs, and mental health.
	Children Act 1989 and 2004	<ul style="list-style-type: none"> • Safeguarding Young People: Ensure young offenders are safeguarded and their welfare promoted. • Looked After Children in Youth Justice: Support looked-after children who come into contact with the youth justice system. • Multi-Agency Safeguarding Partnerships: Work with police and health services to safeguard young people involved in offending.
	Legal Aid, Sentencing and Punishment of Offenders Act 2012 (LASPO)	<ul style="list-style-type: none"> • Support Young Offenders Post-Custody: Provide resettlement support for young people leaving custody, focusing on education, housing, and employment. • Youth Detention Accommodation: Ensure suitable accommodation is provided for young offenders in custody, avoiding unnecessary remands in custody. • Community Sentences: Implement effective community-based sentencing options as alternatives to custody.
	The National Standards for Youth Justice (2021)	<ul style="list-style-type: none"> • Assessment and Planning: Use standard tools like the AssetPlus framework to assess needs and risks of young offenders. • Interventions and Support: Deliver targeted interventions addressing criminogenic needs, such as substance misuse, education gaps, and mental health issues. • Partnership Working: Collaborate with schools, health services, and housing providers to address broader issues linked to offending.
	Education and Inspections Act 2006	<ul style="list-style-type: none"> • Provision of Education: Ensure young offenders have access to education or training, particularly for those in custody. • Reintegration Support: Support reintegration into education, training, or employment after release from custody.

Youth Housing	Homelessness Reduction Act 2017	<ul style="list-style-type: none"> • Prevention Duty: Provide support to young people at risk of homelessness within 56 days, offering advice and assistance to prevent them from losing their accommodation. • Relief Duty: Assist young people who are already homeless to secure suitable accommodation within 56 days. • Personalized Housing Plans (PHPs): Develop PHPs for individuals, setting out actions the local authority and the young person will take to resolve their housing situation. • Duty to Refer: Ensure public services (e.g., schools, youth offending teams) refer young people at risk of homelessness to housing services.
	Children Act 1989 and 2004	<ul style="list-style-type: none"> • Accommodation for Children in Need (Section 20): Provide suitable accommodation for 16- and 17-year-olds who cannot live with their families. • Support for Care Leavers (Section 23C): Ensure care leavers aged 18-21 (or up to 25 if in education or training) receive help with housing and independent living. • Pathway Planning: Develop housing and independence plans for young people leaving care. • Safeguarding: Protect young people in unsafe or unstable housing situations.
	Housing Act 1996 (as amended by the Homelessness Act 2002)	<ul style="list-style-type: none"> • Priority Need: Treat 16- and 17-year-olds, care leavers aged 18-20, and other vulnerable young people as being in priority need for housing assistance. • Suitability of Accommodation: Ensure temporary and permanent accommodation is suitable for young people, considering their needs and circumstances. • Homelessness Prevention: Work with youth services and other agencies to prevent homelessness among young people.
	Care Leavers (England) Regulations 2010	<ul style="list-style-type: none"> • Support into Independence: Provide care leavers with accommodation and support to transition to independent living. • Staying Put Arrangements: Allow care leavers to remain with their foster families until age 21 if both parties agree. • Access to Advice and Assistance: Ensure care leavers can access housing advice and emergency accommodation.
	Housing and Planning Act 2016	<ul style="list-style-type: none"> • Starter Homes: Provide affordable starter homes for first-time buyers, including young people aged 23 to 40. • Support for Vulnerable Groups: Prioritize housing support for young people transitioning from care or facing homelessness.

Youth Health	Health and Social Care Act 2012	<ul style="list-style-type: none"> • Public Health Responsibility: Promote the health and well-being of young people through public health initiatives, including reducing obesity, tackling substance misuse, and promoting sexual health. • Commissioning Health Services: Ensure local health services address the needs of young people, including mental health and school nursing. • Health Needs Assessments: Conduct Joint Strategic Needs Assessments (JSNAs) to understand and address health issues affecting young people. • Integration: Coordinate efforts between the NHS, education, and social care to deliver holistic health services.
	Mental Health Act 1983 (Amended 2007)	<ul style="list-style-type: none"> • Access to Mental Health Support: Ensure young people can access appropriate mental health services, including Child and Adolescent Mental Health Services (CAMHS). • Crisis Support: Provide crisis support for young people experiencing acute mental health challenges. • Advocacy and Rights: Ensure young people's rights are protected if admitted to mental health facilities.
	The NHS Long Term Plan (2019)	<ul style="list-style-type: none"> • Expanding Mental Health Services: Increase access to CAMHS and provide targeted mental health support in schools and colleges. • Addressing Health Inequalities: Focus on reducing health disparities among disadvantaged young people. • Youth-Friendly Services: Ensure services are accessible and tailored to meet the needs of young people.
	Sexual Health (Public Health Responsibility)	<ul style="list-style-type: none"> • Sexual Health Education: Promote sexual health education, including access to contraception and sexually transmitted infection (STI) testing and treatment. • Commissioning Services: Fund and support services like sexual health clinics for young people. • Targeted Support: Provide targeted sexual health support for vulnerable young people, such as care leavers or those with special educational needs.
	Education and Inspections Act 2006	<ul style="list-style-type: none"> • School Health Support: Work with schools to promote healthy lifestyles, provide school nursing services, and support mental health initiatives.
	Public Health England's Framework for Young People (2019)	<ul style="list-style-type: none"> • Resilience and Mental Health: Promote programs to build resilience and improve mental health. • Healthy Lifestyles: Address substance misuse, smoking, and healthy eating. • Health Promotion in Education: Partner with schools and youth settings to provide health education.
	Working Together to Safeguard Children (2018)	<ul style="list-style-type: none"> • Health and Safeguarding: Protect young people from harm, including abuse, neglect, or health-related risks (e.g., drug misuse). • Information Sharing: Work with healthcare providers to share information and deliver coordinated safeguarding responses.

Youth Transport	Education Act 1996 (Sections 508A-508D)	<ul style="list-style-type: none"> • Free Transport for Eligible Young People: Provide free school transport for students of compulsory school age (up to 16) who live beyond the statutory walking distance from their nearest suitable school. • Post-16 Transport Policy: Publish a transport policy statement for learners aged 16 to 18 (and those up to 25 with special educational needs or disabilities, SEND) setting out arrangements for accessing education or training. • Reasonable Choice: Facilitate access to a reasonable range of education and training providers for young people.
	Children Act 1989	<ul style="list-style-type: none"> • Transport for Children in Need: Provide suitable transport for children in care or those identified as "children in need" to access education, health appointments, and other essential services.
	Apprenticeships, Skills, Children, and Learning Act 2009	<ul style="list-style-type: none"> • Support for Apprentices and Trainees: Provide or facilitate transport for young people participating in apprenticeships, traineeships, or other education and training programs.
	Local Transport Act 2008	<ul style="list-style-type: none"> • Promote Integrated Transport: Develop local transport plans that address the needs of young people, ensuring affordable and accessible transport options. • Sustainable Travel: Promote walking, cycling, and public transport as part of local transport strategies.
	Special Educational Needs and Disability (SEND) Code of Practice (2015)	<ul style="list-style-type: none"> • Transport for SEND Learners: Provide free or subsidized transport for young people with SEND up to age 25 if required for them to access education or training. • Individual Needs Assessment: Assess transport needs as part of an Education, Health, and Care (EHC) plan for young people with SEND.
	Transport Act 1985	<ul style="list-style-type: none"> • Concessionary Fares: Offer reduced or free travel for certain groups, including young people with disabilities. • Socially Necessary Services: Support transport services deemed essential for social inclusion, including those benefiting young people.
	Sustainable Travel Duty (Education and Inspections Act 2006)	<ul style="list-style-type: none"> • Promoting Sustainable Transport: Assess the travel needs of young people and develop sustainable travel strategies to support their access to education and training. • Annual Reporting: Publish annual reports on the implementation of sustainable transport measures.
	National Planning Policy Framework (NPPF, 2021)	<ul style="list-style-type: none"> • Planning for Accessible Services: Ensure new developments consider transport needs for young people, including proximity to schools, colleges, and youth services.
	Additional Considerations	<ul style="list-style-type: none"> • Young Person's Discount Schemes: Many local authorities offer travel discount cards or subsidized fares for young people to access public transport. • Travel Training Programs: Provide independent travel training for young people with SEND or other barriers to using public transport.

Schools and Trusts	Education Act 1996	<ul style="list-style-type: none"> • Securing Education Provision: Ensure that all children of compulsory school age (5–16) have access to suitable education, whether in schools or other settings. • Special Educational Needs and Disabilities (SEND): Identify and assess children with SEND and ensure appropriate education is provided. • Attendance and Exclusion: Take action to improve school attendance and address issues of exclusion, ensuring alternative education for excluded pupils.
	Education and Inspections Act 2006	<ul style="list-style-type: none"> • School Improvement: Promote high standards of education and ensure that every child has access to a good or outstanding school. • Securing Diversity and Choice: Facilitate diversity in school provision and parental choice where needed. • Pupil Well-being: Ensure that schools focus on promoting well-being, including tackling bullying and promoting mental health.
	Academies Act 2010	<ul style="list-style-type: none"> • Support for Academies and Free Schools: Work with academies and free schools to ensure they meet local needs, including sufficient school places. • Liaison with Trusts: Engage with academy trusts to address issues such as admissions, SEND provision, and safeguarding
	Children and Families Act 2014	<ul style="list-style-type: none"> • SEND Responsibilities: Develop and maintain the local offer for children and young people with SEND. Work with schools, academies, and education trusts to ensure inclusive education. • Education, Health, and Care (EHC) Plans: Assess and issue EHC plans, ensuring schools and trusts deliver the necessary support.
	School Standards and Framework Act 1998	<ul style="list-style-type: none"> • Admissions Oversight: Ensure fair access to school places, manage the admissions process for maintained schools, and oversee compliance with the School Admissions Code. • School Place Planning: Plan for and secure sufficient school places to meet local demand.
	The Education (Pupil Registration) (England) Regulations 2006	<ul style="list-style-type: none"> • Tracking Missing Pupils: Monitor and track children missing education (CME) to ensure they are returned to suitable educational settings.

Safeguarding Duties (Working Together to Safeguard Children, 2018)	<ul style="list-style-type: none"> • Child Protection: Collaborate with schools and trusts to safeguard children and protect them from harm. • LADO (Local Authority Designated Officer): Investigate allegations against staff working in schools or trusts.
Equality Act 2010	<ul style="list-style-type: none"> • Non-Discrimination: Ensure schools and trusts comply with the Public Sector Equality Duty, providing equal opportunities for all students. • Reasonable Adjustments: Ensure schools make necessary adjustments for disabled students.
Public Health Duties (Health and Social Care Act 2012)	<ul style="list-style-type: none"> • Promoting Health in Schools: Support initiatives like healthy eating, mental health education, and physical activity in schools.
Oversight of Governance	<ul style="list-style-type: none"> • Intervention in Maintained Schools: Intervene in maintained schools where there are serious concerns about performance, governance, or safeguarding. • Support for Governors: Provide advice and training for governors of maintained schools.
Relationships with Education Trusts	<ul style="list-style-type: none"> • Admissions and In-Year Transfers: Coordinate admissions processes for all schools, including academies and trusts, ensuring transparency and fairness. • Inclusion and SEND: Ensure trusts are fulfilling their statutory duties to support students with SEND and promote inclusive practices. • Challenge and Collaboration: Collaborate with academy trusts to address underperformance or capacity issues.
Duty to Promote Participation (Education and Skills Act 2008)	<ul style="list-style-type: none"> • Raising Participation Age (RPA): Ensure young people stay in education or training until age 18. • Post-16 Education and Training: Work with schools, colleges, and trusts to provide suitable post-16 options.

Local authorities play a crucial role in ensuring that services are coordinated, accessible, and effective, particularly for those who are at risk of becoming NEET or who have additional barriers to employment or education. These duties require local authorities to collaborate with education providers, transport operators, housing associations, social care, youth and community organizations to meet the diverse needs of young people while promoting equality, safety, and sustainability.

Section 3 Regional and Local Plans

There are numerous plans that include a focus on Bristol teenagers and young people in relation to their engagement, well being and access to education, employment and training:

1. Children and Education Plan 2025 – 2030 (draft)

Our vision is to eliminate inequalities so that that every child in Bristol – regardless of who they are or where they are born – is given the best chance of having a safe and healthy childhood, where they feel included and are supported to reach their full potential. This will be achieved through actions in priority outcome areas:

Better educational outcomes for disadvantaged pupils: Young people – especially those with a higher risk of being NEET – gain consistent access to high quality employment, learning and skills

Families are supported and strengthened, and empowered to succeed: Young people have positive options and safety, within education and within their communities.

Our most vulnerable children and young people can thrive in safety and stability: introducing a centralised Adolescent Team leading on our work with children at risk of harm outside the home and a centralised Edge of Care team.

Improved outcomes for children and young people with SEND: CYP with SEND are prepared for their future.

2. [Bristol ESL Plan 2024 - 2030](#)

The Bristol Employment, Skills and Lifelong Learning Plan 2024–2030 highlights several key points about young people and teenagers:

Career Outcomes: The plan aims to achieve better career outcomes for young people, especially those at risk of being left behind, by securing long-term investment for programs like Bristol WORKS and NEET reduction initiatives.

Support for Vulnerable Groups: Special focus is given to young people with Special Educational Needs and Disabilities (SEND), children in care, and care leavers, ensuring they receive tailored support and opportunities.

Work Readiness: The plan emphasizes developing a ‘work readiness curriculum’ in schools to support young people’s employability, resilience, and transition to technical training or **apprenticeships**.

Parental and Community Involvement: Innovative training programs for parents and carers are proposed to support their roles as primary educators and community leaders.

Inclusive Education and Engagement: The plan promotes inclusive education and engagement with employers to provide meaningful work experiences and career development opportunities for young people.

Overall, the plan aims to create a supportive and inclusive environment where young people can develop the skills and confidence needed to succeed in their future careers.

3. [Bristol Belonging in Education Strategy 2021 - 2024](#)

The Bristol Belonging Strategy for Children and Young People highlights several key points about young people and teenagers:

Sense of Belonging: The strategy emphasizes the importance of young people feeling safe, valued, and cared for within their educational settings to foster academic success and positive social connections.

Inclusive Education: It stresses the need for an inclusive educational environment that recognizes and values diversity, ensuring that all young people, including those with disabilities or from disadvantaged backgrounds, can thrive.

Building Relationships: Strong, trusting relationships with peers, teachers, and families are seen as crucial for developing a sense of identity and belonging among young people.

Addressing Challenges: The strategy acknowledges the challenges faced by young people, such as the impact of COVID-19 on education, and aims to address these through early intervention and support.

Youth Voice: It highlights the importance of listening to young people's voices and involving them in decision-making processes to ensure their needs and perspectives are considered.

Support for Vulnerable Groups: Special attention is given to supporting the most vulnerable young people, including those with special educational needs and disabilities (SEND), to ensure they receive the necessary support to succeed.

Overall, the plan aims to create a supportive and inclusive environment where all young people can feel a sense of belonging and achieve their full potential.

4. [Bristol SEND and Inclusion Strategy 2024 - 2028](#)

The Bristol SEND and Inclusion Strategy 2024-2028 outlines several key points about supporting young people aged 14 and above:

Preparing for Adulthood: The strategy emphasizes the importance of preparing young people with SEND for adulthood, including employment, independent living, and community participation.

Annual reviews from Year 9 will focus on preparation for adulthood, ensuring that Education Health and Care Plans (EHCPs) are updated to reflect changing aspirations and needs.

Transition Planning: It aims to improve the experience of moving between educational settings, such as from school to college, and between children's and adults' services through well-thought-out transition planning.

Independence and Skills Development: Encourages young people to be as independent as possible from an early stage, helping them develop skills for getting around, working, and living independently.

Clear Pathways: The strategy seeks to provide a clear offer for young people with SEND at ages 16, 18, and 19, detailing the services and support available to them.

Inclusive Education: It promotes inclusive educational provision, ensuring that young people with SEND can thrive in their local mainstream settings or access specialist placements quickly and close to their community.

Overall, the strategy aims to support young people aged 14 and above in their transition to adulthood, ensuring they have the skills, support, and opportunities needed to reach their full potential.

5. [Bristol Corporate Parenting Strategy 2024 - 2029](#)

The Bristol Corporate Parenting Strategy 2024-2029 outlines several key points about preparing young people in care for their future:

Positive Futures: The strategy emphasizes providing young people with access to a range of education and learning opportunities, including support in school and pathways into work. It aims to ensure young people are supported into employment and have positive experiences moving into independent living.

Transition Planning: The strategy focuses on preparing young people for changes in living arrangements and ensuring they have positive experiences when transitioning to independent living. It highlights the importance of supporting young people through key transitions, such as moving from care to independent living.

Support and Stability: Young people are to be supported by workers who use a trauma-informed approach and understand the impact of care. The strategy aims to provide stable relationships and ensure young people remain in touch with family and friends, especially siblings.

Rights and Identity: It ensures young people understand their care history and have their identities supported. The strategy also addresses citizenship needs and ensures young people know their rights.

Overall, the strategy aims to create a supportive environment where young people in care can develop the skills, confidence, and stability needed to succeed in their future lives.

6. [Playful Bristol and Youth Work Alliance Strategy 2023-25](#)

The Playful Bristol and Youth Work Alliance Strategy 2023-2025 outlines several key points and actions to support play and youth work in Bristol:

Purpose and Vision: Develop and promote Bristol as a leading city for youth work and play. Ensure a thriving sector that delivers what children and young people need, with a strong, coordinated voice.

Bristol Context: Bristol is a young, diverse, and growing city with significant economic growth but also systemic inequalities in education, employment, and health. Child poverty and structural barriers like transport connectivity remain challenges.

Play Work and Youth Work Definitions: Play Work: Improving opportunities for play through deliberate environmental changes. Youth Work: Enabling young people to believe in themselves and build positive futures through professional principles and practices.

Key Priorities:

- **Amazing Provision:** Ensure a range of play and youth opportunities, including maintaining key adventure playgrounds and providing consistent outreach.
- **Youth Work Values and Principles:** Focus on voluntary, trusting relationships, contextual safeguarding, and empowering young people.
- **Inclusion Principles:** Create welcoming spaces, respect individual needs, and commit to continual improvement in equality, diversity, and inclusion.

Priority Actions:

- **Evidence Impact:** Showcase the value and impact of play and youth work.
- **Staff Training and Development:** Ensure a qualified and trained workforce with opportunities for development.
- **Long-term Funding:** Campaign for sustainable funding and collaborative working.
- **Networking:** Enhance opportunities for sharing knowledge, skills, and best practices within and across sectors.
- Overall, the strategy aims to create a supportive and inclusive environment where all children and young people in Bristol can thrive through high-quality play and youth work.

7. [West of England Employment and Skills Plan 2023](#)

The West of England Employment and Skills Plan emphasizes several key points regarding young people:

Achieving Potential: The plan aims to enable all young people to achieve their potential by providing high-quality careers education, information, advice, and guidance (CEIAG). It focuses on ensuring young people have the skills needed to access job opportunities in various sectors, including engineering, technology, creative, and professional services.

Addressing Barriers: The plan acknowledges the challenges faced by disadvantaged young people, including lower educational attainment and higher rates of NEET (Not in Education, Employment, or Training). It aims to provide targeted support to those facing the greatest barriers, such as those with disabilities or difficult starts in life.

Promoting Apprenticeships and Technical Education: The plan encourages more young people to participate in apprenticeships and technical education pathways. It aims to increase the number of young people progressing to higher education or training at level 4 or higher.

Engaging Employers: The plan promotes employer engagement with education providers to deliver meaningful outreach activities and support young people in understanding the skills needed for future jobs. It highlights the importance of connecting employers with schools and colleges to provide real-life experiences and internship opportunities.

Supporting Transitions: The plan focuses on supporting young people through key transitions, such as moving from school to further education or employment. It aims to provide additional support for those at risk of becoming NEET or facing additional barriers to progression.

Overall, the plan aims to create a supportive environment for young people to develop the skills and confidence needed to succeed in the evolving job market.

Section 4 Services for Young People

We have identified a range of BCC and other public bodies that provide services for teenagers and young people.

Services
Post 16 – including data tracking, post 16 provider co-ordination, publication of post 16 directory, deployment of young career coaches,
Provision of pre-16 targeted careers advice and experience of work
Employment support for young people aged 18-24 – including supported internships
Commissioning – Youth Services
SEND Post 14 – including HNB spend on specialist Post 16 SEND provision
HOPE Virtual School
Children in Care (Post 16 Service)
Youth Justice Service
Alternative Learning Provision
Public Health Team (DSVA; Healthy Schools etc)
Families in Focus
Safer Options
Education Psychologist
Education Welfare
Adult Social Care – Preparing for Adulthood
Adult Probation Services (Adolescent Services)
Young Carers
Unaccompanied Young People/Asylum Seeking and Refugee Young People
Young Parents – Family Nurse Partnership Team
Young People Drug and Alcohol Team
CAMHS
DWP Youth Advice Services
National Careers Service Youth Advice Services
Schools/Settings – including Virtual School, Hospital Education Service, ALP
VCS Youth Providers
Post 16 Providers
Integrated Care Partnership (Young People Losing Learning Programme)
Speech and Language services

Section 5 SWOT Analysis

Strengths

- From locality and exclusions data, schools and trusts in Central and East Bristol are doing really well to keep young people in learning. There is a strong model here from us to learn from and replicate as best practice.
- The Post 16 have improved Bristol's NEET/Not Known performance and we have moved from the 5th (bottom) to the 2nd quintile. This has been achieved through intensive data cleansing, building strong relationships with education settings, post 16 providers and BCC teams, and also through hyper local career coaches that have strong relationships with young people
- Bristol WORKS has established a strong partnership with 200 employers and has built trusting relationships with schools and careers advisers across Bristol, providing 6000 experiences of work to young people.
- The Staying Close Team have established a successful pre-apprenticeship programme and mentoring support for young people leaving care homes.
- The Parent Carer Forum are providing strong insights into issues facing families and young people.
- The Youth Council has been very well supported and is functioning extremely well so that young people are empowered to have a voice about issues that matter to them

Weaknesses

- There is a lack of co-ordination across youth focused services
- We do not have a clear joined up system or service offer that is easy to understand – there's a lack of understanding of the total offer, even across different BCC teams
- Many young people are unaware of the support and services available for them
- Many parents/carers are unaware of their post 16 responsibilities including the application process for post 16 places
- Early years settings, the initial focus of family hub services, are not easy for young people to access
- BCC data systems are not joined up which results in a fragmented picture of young people and their support needs
- There are some perverse impacts from current special needs assessment processes – e.g. some parents/carers believe they have a better chance of securing an assessment if their young person is not in school
- There is a lack of inclusive post 16 provision for young people with SEND
- Young people in care/care leavers find it difficult to access inclusive Saturday jobs and very often they find their CVs are rejected by employers
- The SEND Team do not have the capacity to track and support young people who become NEET – performance was better when there were two dedicated Post 16 officers

Opportunities

- Finding ways to identify and ‘catch’ young people earlier before they disengage through more timely support and intervention
- Development of a strong youth engagement and post 16 offer that is well communicated with young people, families, staff and key stakeholders
- Working in close collaboration with schools and settings to drive down non-attendance and exclusion rates, and reduce the risk of young people becoming NEET.
- Further development of our work with employers so they can provide inclusive experience of work, supported internships, and pre-apprenticeships for young people with additional support needs
- Consolidate and elevate our Youth Voice activities
- Development of a network of accessible youth hubs in key localities
- Development of a post 16 transition handbook for settings
- Development of a post 16 pathway for SEND young people outside of the EHCP assessment process
- Further development of parent/carer engagement activities and communication so they are better able to support young people as they transition post 16/18/24
- More effective use of social media
- Exploring ways to continue to improve our data and intelligence about young people and their support needs

Threats

- Lack of staff capacity to provide tracking and support for SEND young people
- Ability of post 16 providers to provide a strong inclusive post 16 offer
- Whilst there is a strength in a focus on universal/targeted youth provision, there is a risk that this be developed in isolation from specialist services e.g. social care, care leavers, youth justice etc – there needs to be a strong link between these services.

Section 6 Bristol NEET Reduction Programme – Draft Proposal

Funding Opportunity:

The West of England Combined Authority have invited Bristol City Council to apply for £750K grant funding to deliver a new NEET Reduction Programme April 2025 – March 2027. This is to be developed as part of a regional offer in partnership with WECA and neighbouring authorities. £88K is also being made available to extend the current HYPE activity programme for NEET young people delivered by specialist delivery partners.

Evidence of Need:

Bristol has approximately 2000 young people in Year 11 at risk of NEET and 500 young people who are NEET in areas of poverty and multiple deprivation, including high-risk groups (e.g., SEN Support, SEMH, persistently absent, etc.).

Bristol Programme Intended Outcomes:

- Reduce the number of Bristol NEET young people, focusing on high-risk cohorts
- Enhance engagement, aspirations, and attendance in education, employment, or training
- Develop critical skills for life, learning, and work
- Empower parents/carers to support their child's development
- Promote collaboration across schools, communities, and stakeholders
- Empower young people to tackle local issues and be agents for change.

Proposed Delivery Model:

1. Year 11 - Reducing the Risk of NEET Programme

A targeted programme to be made available for priority Year 11 students aged 15/16 who are disengaging from education. Core programme elements will include: 1-to-1 and small group mentoring, career coaching; work experience; skill development; academic support; and parent/carer support. The programme will be delivered through face-to-face sessions in youth-friendly spaces in priority localities and the city centre Launchpad. This will be supplemented through online resources and activities.

2. Post 16 'Youth Boost' Transition Programmes:

Targeted 6-week and 12-week programmes for NEET or at-risk young people aged 16/17 to be provided in key localities and through blended face to face and online delivery. Programmes will include a focus on work readiness and independence skills, career planning, confidence-building, and tailored guidance. They will reduce NEET risk through practical support and personalised advice.

Young people will build employability skills, problem-solving, resilience and confidence. All participants will have opportunities to achieve accreditation through AQA Awards and Level 2 Functional Skills in English and Maths. Young People engaged in 12-week programmes will also have opportunities to work on community action projects. All young people will achieve a clear understanding of post 16 options and will be supported to take the next steps on their career and skills pathway.

Section 7 Bristol ESL Youth Engagement and Post 16 Support Offer

Bristol Youth Engagement and Post 16 Support Offer: As part of the government’s commitment to tackle child poverty and economic inactivity, new funding is coming on stream through the West of England Combined Authority to support young people most at risk to improve their post 16 outcomes. Bristol City Council ESL Service is working with education, business and community leaders to develop a youth engagement and post 16 offer that will empower young people and enable them to improve their confidence, skills and employment readiness.

