

<b>Report title</b>	Post 16 Implementation Plan	
<b>Decision designation</b>	AMBER	
<b>Cabinet member with lead responsibility</b>	Councillor Lynne Moran Education and Skills	
<b>Corporate Plan priority</b>	People - Stronger Communities	
<b>Key decision</b>	Yes	
<b>In forward plan</b>	Yes	
<b>Wards affected</b>	All Wards	
<b>Accountable Director</b>	Meredith Teasdale, Director of Education	
<b>Originating service</b>	Education	
<b>Accountable employee</b>	Ravinder Lalli Tel Email	Education and Skills Officer 01902 550519 <a href="mailto:Ravinder.lalli@wolverhampton.gov.uk">Ravinder.lalli@wolverhampton.gov.uk</a>
<b>Report to be/has been considered by</b>	Place Leadership Team	30 April 2018
	Education Leadership Team	30 April 2018
	Strategic Executive Board	1 May 2018

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**Recommendation for decision:**

The Cabinet is recommended to:

Approve the Post 16 implementation plan to support delivery of the Post 16 Education and Skills Plan.

## **1.0 Purpose**

- 1.1 The purpose of the report is to provide an overview of the Post 16 Implementation Plan. This plan has been created to support the operational delivery of the Post 16 Education and Skills Plan approved by Cabinet in November 2016. The plan will ensure that the Council will raise aspirations through improved Post 16 access, participation and through a more integrated education and training landscape, supporting the needs of all young people and local employers.

## **2.0 Background**

- 2.1 This Post 16 Implementation Plan has been informed by the Education Vision and will sit within the City of Wolverhampton Council's Strategic Economic Plan (SEP) under the theme of 'Working and Inclusive city'. The evidence base for the SEP has already been developed, the final SEP will be presented to Cabinet for approval in 2018.
- 2.2 The implementation of the Post 16 plan will be guided and monitored internally by the Education Board and externally by the Young Peoples Skills and Employment Group and the Education, Skills and Employment Board.

## **3.0 Our Vision**

- 3.1 Our vision is for all young people in the City of Wolverhampton to have access to high quality education and careers which will inspire them and maximise their potential. Young people will be well informed about the wide range of education and careers opportunities through impartial careers advice and will have the opportunity to experience these first hand through high quality work experience and work-related learning.
- 3.2 Delivering this vision will require a partnership approach. Parents, schools, businesses, colleges, universities, careers advisers, community partners – all together play a critical role in helping a young person make a successful transition to adult life.
- 3.3 Developing a high quality, relevant, education and training offer which provides choice, flexibility and opportunities for progression is the core of our plan. As well as gaining qualifications however, it is essential that young people have access to a range of support which will improve their employability skills. They need information and advice about career choices. They also need to have the opportunity to experience the world of work in meaningful ways before they leave formal education. Last, but not least, they need lots of opportunities to develop the confidence, resilience, interpersonal and communication skills needed for successful transition into work but also to help them become healthy and active citizens.

## **4.0 Our approach**

- We will take a partnership approach to the development and delivery of the plan
- Gaining business and wider partner commitment to supporting young people's transition to adulthood will be a key part of our approach
- We will develop an integrated offer which recognises the importance of formal qualifications and equally the importance of employability and soft skills
- We will develop an offer which is both responsive to the employer and accessible to vulnerable young people

## **5.0 Key Priorities**

- 5.1 The key priorities and activities for the Post 16 implementation plan are detailed in Appendix 1.

## **6.0 Evaluation of alternative options**

- 6.1 The alternative option to the Post 16 implementation plan would be to not implement any activity in relation to Post 16 provision. This would have a major negative impact on the support the Council and partners deliver to Post 16 residents.

## **7.0 Reasons for decision**

- 7.1 The Post 16 implementation plan provides a focused city-wide approach to Post 16 provision across the Council and partners. This is supported and directed from national policy and is considered best practice.

## **8.0 Financial implications**

- 8.1 Costs associated with the delivery of the Post 16 plan are met from existing revenue budgets for Skills within the Education division.

[TT/29052018/P]

## **9.0 Legal implications**

- 9.1 Local authorities have broad duties to encourage, enable and assist young people to participate in education or training. Specifically these are:
- 9.2 To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care Plan (EHCP) is maintained. This is a duty under the Education Act 1996 To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.
- 9.3 To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities (SEND), support that will encourage, enable or assist them to participate in education or training under Section 68 of ESA 20082 Tracking young people's participation is a key element of these duties.

- 9.4 Local Authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training.
- 9.5 Local authorities must maintain a tracking system to identify 16 and 17 year olds who are not participating in education or training, putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision and to offer support as soon as possible.

[RB/29052018/Q]

## **10.0 Equalities implications**

- 10.1 All provision is required to meet equality and diversity standards. Various groups inform this process including inclusion advisory forums and individual institutional policies and procedures.

## **11.0 Environmental implications**

- 11.1 Environmental implications are undertaken through provision planning.

## **12.0 Human resources implications**

- 12.1 Rationalisation of provision may have HR implications but would be the responsibility of lead institutions.

## **13.0 Corporate landlord implications**

- 13.1 There will be significant property implications for any future school or college developments which will be reviewed as part The Learning Quarter planning process.

## **14.0 Appendices**

Appendix 1 – Key priorities and draft Post 16 implementation plan