

Children and Young People's Select Committee

Wednesday 26th January 2011

EIT Task and Finish Report:

Integrated Youth Support Service (IYSS): Connexions, Targeted Youth Support and Preventions

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EIT Task and Finish Report:

Integrated Youth Support Service (IYSS): Connexions, Targeted Youth Support and Preventions

1. Executive Summary

This is a Task and Finish report within the Council's Efficiency Improvement and Transformation (EIT) programme and covers three service functions within the Integrated Youth Support Service. These functions are Connexions, Targeted Youth Support and Preventions. All three provide key front line services to young people in the borough and are closely aligned with both the Universal Youth Service and Youth Offending Service.

The report provides a range of background information on these service areas highlighting the rationale and aims for each function. In essence all three functions work closely together in order to deliver positive outcomes for young people, their families and local communities. This is primarily through engagement in positive activities, supporting young people into Education, Employment and Training and reducing risk taking behaviour, anti-social behaviour and offending.

The report details key policy developments for young people's services over the past ten years and also provides information on already announced policy developments and anticipated legislation from the Coalition Government that will impact on these services over coming years. The direction of travel continues to be for Local Authorities to focus upon targeted services for hard to reach and vulnerable young people.

The report provides a summary of how delivery is structured along with staffing details and how current resource is utilised. It also includes some very positive results from consultation with young people, schools and colleges, both those completed routinely for the services involved and also some for this review, and includes feedback from staff consultation.

Within the report, it sets out references to the relevant legislation and statutory responsibilities for Stockton Borough Council and provides information on performance demonstrating good levels of impact on key outcomes such as "Not in Education, Employment and Training" (NEET) and "Not Known" data.

The report contains the likely impact of changes on young people and factors likely to impact upon demand for services especially regarding post 16 education, employment and training opportunities. It concludes with an appraisal of potential options, recommending that the services be re-structured in line with national drivers, the SBC Youth Review and the need to adjust service provision in line with resource availability.

2. Introduction

2.1 Background

Connexions was programmed to be reviewed in April 2011 as part of the Stockton Borough Council's Efficiency Improvement and Transformation (EIT) programme. As a result of the Comprehensive Spending Review and increasing financial pressures on SBC and in order to implement any proposed changes as soon as practicable, it was agreed that this review would be brought forward as a Task and Finish Review.

Although initially the review only covered Connexions, it was agreed that given the structural relationship within IYSS the scope would extend to all SBC Youth Service funded activity (Targeted Youth Support) not included in the Universal Youth Review and Preventions. It should be noted that efficiency savings have already been agreed for the SBC Youth Service budget, which includes Targeted Youth Support and these are noted in this report.

Given recent announcements from DfE regarding the Early Intervention Grant (EIG), this review will be considered within an overarching review of all services to be funded through the grant.

2.2 Approach

This review has followed the approach that Stockton Borough Council has adopted for undertaking EIT reviews which ensures that all reviews are conducted with equal rigour and as part of an overall corporate strategy. A review team was established at the outset to progress work and ensure the wider corporate policy implications and customer requirements were considered. The Corporate Director for Children, Education and Social Care, the Corporate Management Team and the EIT Sub-Board have provided a strategic overview and challenged the status quo. Elected Members have supported the review through their roles as customers, policy makers and community representatives.

A desk top exercise has been completed to draw together appropriate consultation, benchmarking / performance data, financial appraisals and feedback from staff which has been evaluated and informs the report's conclusion and recommendation.

3. Baseline

3.1 Current Service Provision

The three functions included in this review, namely *Connexions*, *Targeted Youth Support* and *Preventions* sit within the Integrated Youth Support Service (IYSS) alongside Universal Youth Service and Youth Offending Service. The Integrated Youth Support Service (IYSS) was implemented in response to national drivers on the youth support agenda and local developments as Integrated Service Areas (ISAs) and Integrated Services were rolled out. The IYSS encompasses a range of operational activity previously delivered through Connexions Service, Youth Service and Youth Offending Service (YOS). Whilst the Connexions Service and Youth Service ceased to exist as separate entities on 31st March 2008, Connexions Personal Adviser delivery and Youth Work approaches remain key and significant parts of the overall service. Although there continues to be a Youth Justice Plan (a requirement of the Youth Justice Board) the Youth Offending Service is now an integral part of the IYSS approach.

During the initial roll out of the Integrated Service Area model the delivery of Youth Support across the borough was based on a range of Youth Support teams operating on both a borough wide basis as part of the IYSS and also as part of ISA teams. Following a review of management accountabilities within Children and Young Peoples Operational Services a comprehensive youth portfolio was developed. This meant that as from 1st April

2010 all youth support teams sit within the IYSS and though teams continued to deliver on a borough wide and geographical (ISA) basis all team managers reported through a functional accountability model to the IYSS Manager.

Service functions covered by this review:

3.1.1 Connexions

Connexions Strategy (and later the service) was developed in the late 1990s following a number of pieces of research ultimately concluding with *Bridging the Gap: New Opportunities for 16-18 year olds not in Education, Employment and Training (1999)*. This report by the social exclusion unit was in response to growing concerns that too many young people failed to make the transition to post 16 education, employment and training (EET) resulting in both negative consequences for the individual but also social and economic consequences. It found that:

“The best defence against social exclusion is having a job, and the best way to get a job is to have a good education, with the right training and experience”

- 16 is a critical point when for some problems that have been brewing reach a crisis and for others, problems begin that could have been avoided.
- Large minority of young people lack support or guidance
- A need to modernise support for teenagers, particularly the disadvantaged
- Young people not involved in EET are disproportionately from poor backgrounds in deprived areas.

It is worth noting that in 2002 over 30% (approximately 2000) of 16-18 year olds in Stockton-on-Tees were classified as either “Not Known” or Not in Education, Employment and Training.

The white paper “Learning to Succeed” (1999) introduced plans to re-organise a “fragmented pattern of services” to create a single new advice and support service (Connexions) to provide seamless support to young people through the 13-19 transition to adulthood. In 2000, the Learning and Skills act provided the initial legislative requirement for Connexions “**To encourage, enable or assist, directly or indirectly, young people’s effective participation in learning**”.

The Connexions Service was rolled out on a phased approach nationally on a partnership level basis with our local one being Connexions Tees Valley. This was a company limited by guarantee owned by the 5 Tees Valley Local Authorities. Connexions Tees Valley was disaggregated in 2007 with front line delivery services moving across to Local Authorities as part of Children’s Trust developments

Since that time Connexions has been providing a universal service for young people aged 13-19, though priority is given to those at risk of underachievement and disengagement, looking to prevent young people becoming NEET (Not in Education, Employment or Training) and seeking to support young people that are NEET to re-engage in EET. Thus Connexions provides a differentiated level of service based on a target group system:

- Target Group 1 Intensive Support for those with multiple problems
- Target Group 2 Support for those at risk of disengaging
- Target group 3 Universal Information, Advice and Guidance (IAG)

Connexions is based upon the delivery of support from Personal Advisers (PAs) looking to ensure that all the needs of a young person are met in an integrated and coherent manner in order to guide them through their teenage years and make the most from their learning. Personal Advisers (PAs) work across a range of settings such as schools, colleges and training providers delivering a full range one to one support activities, information advice

and guidance (IAG) and group work programmes. In addition support is delivered at community level and via a “One Stop Shop” based in Stockton Town Centre. In addition and fundamental to NEET reduction PAs and other support staff keep in contact with 16 – 18s in order to establish the level of support required as they progress through post 16 opportunities. These activities are monitored against NEET and Not Known performance indicators.

3.1.2 Targeted Youth Support

The DCSF introduced the concept of Targeted Youth Support in 2007 though policy direction had begun to focus on services for hard to reach and vulnerable young people for some time prior to this. A prospectus for Targeted Youth Support was followed by Targeted Youth Support Next Steps in 2009. These documents stated that; effective targeted youth support addresses the risk factors that may result in poor outcomes and helps build vulnerable young people’s resilience. In particular, it aims to:

- Develop young people’s social and emotional skills, enabling them to make positive choices, manage change and navigate risk
- Raise young people’s aspirations and help them to achieve and feel positive towards learning. This includes helping them to be engaged, and stay engaged, in the wider range of learning opportunities becoming available for 14–19 year-olds
- Help foster supportive and positive families, communities and peer groups

Targeted Youth Support in Stockton consists of a wide range of activities delivered in partnership with the voluntary and community sector. The service includes a dedicated team of Targeted Youth Support Workers delivering and developing a range of initiatives and interventions as a part of a coordinated local partnership. This approach combines SBC funding along with grant funding such as Positive Activities for Young People (PAYP) and Youth Crime Action Plan (YCAP). Further information on the range of activity can be found in *Appendix 1*.

3.1.3 Preventions

The Preventions model was formed in 2007 as a result of pooling resources from Youth Offending Service (YJB Preventions) and an element of Positive Activities for Young People (PAYP) grant funding. The Preventions team provides a borough-wide targeted service to young people aged eight to eighteen who are at risk of offending and/or being excluded from school. The service is provided via Preventions Caseworkers delivering one-to-one and groupwork interventions whilst linking to diversionary activities provided through targeted youth support and positive activities. Young people follow an individual programme which can include looking at offending behaviour and its consequences, knife crime, citizenship and substance misuse, group work and positive use of leisure, using a variety of delivery methods.

As part of the IYSS structure and currently located in the Youth Offending Service, Preventions delivers according to national standards which include contributing to the reduction in first-time entrants to the criminal justice service and also to reducing re-offending.

Young people are referred to the service by a range of partners including schools, social care, police, anti-social behaviour team and health professionals. Referrals are discussed at the monthly multi-agency Youth Inclusion Support Panel and are allocated a Preventions caseworker who undertakes an in-depth assessment using the ONSET assessment tool which incorporates a scoring system to identify risk and protective factors. From this is developed an Integrated Support Plan detailing the work to be completed with the young person and the partner agencies who will contribute.

3.2 Influences that impact on the service (political, social, economical, technological)

The last Government became increasingly concerned that the improvements made over recent years for most young people were still failing to address a range of issues for the most vulnerable and hard to reach (e.g. LDD, Teen Parents, Young Offenders, NEET – vulnerable groups etc).

There were a number of drivers for the Government's agenda, not only the achievement of positive outcomes for young people, but also benefits to the community and the economy (cost of NEET, Youth Offending etc)

Thus a range of policies and priorities were developed. (*Appendix 2 – Timeline*). The key ones of note are:

Youth Matters

Youth Matters green paper (2005) set out a vision of integrated youth support helping all young people achieve the 5 ECM outcomes through – the coherent, young person-centred delivery of information, advice and guidance, support, development and positive activities. Reformed targeted youth support (TYS) is central to this:

Empowering Young People: Things to do and Places to go (Chapter 3)

Teenagers, their parents and communities all want more positive things to do and better places to go for young people. And when young people are involved in activities and are busy they are less likely to drift into trouble, cause a nuisance or commit crime.

Young People as Citizens: Making a Contribution (Chapter 4)

The aim to encourage more young people to volunteer and become involved in their communities. Promote peer mentoring, sustained civic service and a stronger culture of volunteering in schools, colleges and universities.

Supporting Choices: Information, Advice and Guidance (Chapter 5)

Better support to young people as they make decisions about their careers, education, health and other issues. 14-19 reforms mean that young people now face increasingly complex decisions as they approach the age of 14. Those decisions can have a dramatic effect on young people's future wellbeing and on their ability to contribute to wider society and the economy.

All Young People Achieving: Reforming Targeted Support (Chapter 6)

More tailored and intensive support for each young person who has serious problems or gets into trouble. This led to the introduction of Targeted Youth Support:

Targeted Youth Support

Aims to ensure that the needs of vulnerable teenagers are identified early and met by agencies working together effectively – in ways that are shaped by the views and experiences of young people.

There are 7 key elements:

- Strengthen the influence of vulnerable young people
- Early identification
- Clear, simple assessment / CAF
- Early support in universal settings
- Personalised package of support / lead professional
- Support across transitions

- Accessible, attractive and relevant services for young people.

Aiming High for Young People: A ten year strategy for positive activities

Aiming high for young people was published in July 2007, the last strand of the Government's Policy Review of Children and Young People. It sets out a strategy to transform leisure time opportunities, activities and support services for young people.

The strategy aimed to:

- foster a more positive approach to young people across society and within communities
- increase young people's participation in high-quality, positive activities that build resilience and social and emotional skills
- enable young people to have a greater say in the services provided for them

Local Authorities have a major role in providing leadership and coordination and agencies working with children will cooperate to ensure that all young people, particularly the disadvantaged, are provided with high-quality services.

Based on research evidence and good practice examples, the strategy describes a number of measures to support young people. These are based on empowerment, access and quality.

"Aiming High for Young People: A ten year strategy for positive activities" contributes to the last Government's youth strategy, but focuses mostly on improving young people's access to opportunities to take part in structured youth activities during their leisure time, with an ambition that there should be progressively more "*things for them to do and places for them to go*" over the next 10 years.

In essence, the last Government's Youth Strategy was the sum of the policy set out in this paper together with the 14-19 educational reforms; the measures already begun as a result of the Youth Matters Green Paper (e.g. the development of targeted youth support); and the decision to raise the age of leaving education by 2013. Local Authorities were to be held accountable via PSAs and the LAA. Of particular note was PSA 14.

PSA Delivery Agreement 14: Increase the number of children and young people on the path to success

Key Indicators:

Increase participation and resilience

- Reducing NEET
- More participation in positive activities (*new KPI for LAs*)

Tackling Negative Outcomes

- Reduce proportion of young people frequently using illicit drugs, alcohol or volatile substances
- Reduce the under-18 conception rate
- Reduce the number of first time entrants to the Criminal Justice System aged 10-17

3.3 Coalition Government: Future Policy Direction

Clearly as a result of the general election in May 2010 and the formation of the Coalition Government we are now awaiting policy details for young people's services. In addition we are awaiting clarification on which performance indicators are to be reported on nationally. However we already know that the direction of travel is likely to continue to be for LAs to prioritise targeted services over universal services.

In terms of the DfEs Vision for Young People we are expecting a coherent policy document in early 2011. Key principles of reform the Government is proposing are likely to be:

- A more positive place and active role for young people in society
- A stronger focus for public funding on evidence based targeted intervention with greater flexibility for local areas
- A more contestable market for publicly funded services with a greater role for voluntary and community organisations and a stronger focus on results
- A greater sense of responsibility in communities, including business communities for the engagement and well being of their young people

In addition the Government (DfE/DBIS) responding to the Careers Taskforce findings have announced that they plan to "re-professionalise" the Careers profession and have an All Age Careers Service (AACS) operational from 2012, this building upon the best of Connexions and Next Step (the current Adult Guidance provider). An All Age Careers Service Advisory Group is currently working with the Government to develop implementation plans but the key headlines are:

- All young people from age 13 will be able to access AACS for universal Careers Advice and Guidance.
- Schools to be placed under a duty to secure impartial Careers Advice and Guidance
- **Local Authorities will be responsible for targeted support for disadvantaged young people, including those that are NEET.**

An Education Bill is expected in January and is likely to say more about these plans with the change in legislation to enact these to take approximately one year.

Perhaps more significantly, the Coalition Government has in its Education White Paper: The Importance of Teaching (Dec 2010) signalled its intention to proceed (other than the enforcement measures) with the previous Government's policy to Raise the Participation Age (RPA):

"We will support more young people to continue in education to 18

4.55 We are committed to increasing the minimum age at which young people can leave education or training to 17 in 2013 and 18 in 2015. This is in the national economic interest, as well as in the economic interests of young people. We will make sure that it is possible for young people to train while working, through an Apprenticeship or in other ways, as well as undertaking education at school or college. However, we think that it is important to avoid criminalising young people. So we will legislate to allow the enforcement process to be introduced progressively over a longer period."

Raising the Participation Age (RPA) was introduced by the last Government in the Education and Skills Act 2008:

Part 1:Duty to Participate in Education or Training

Chapter 1 Establishes a duty on young people to participate:

17 by 2013

18 by 2015 (has not reached the age of 18)

In:

- full-time education, such as school, college or home education;
- work-based learning, such as an Apprenticeship;
- or part-time training, alongside working or volunteering for over 20 hours a week.

The Coalition Government also presented a Green Paper: **Breaking the Cycle: Effective Punishment, Rehabilitation and Sentencing of Offenders** to Parliament in December 2010. Whilst it sees the current YOT arrangements as effective it re-inforces the importance of prevention:

“The purpose of the youth justice system is to prevent offending by children and young people between the ages of 10 and 17 years old, while safeguarding their welfare.

Preventing crime by young people is one of the most cost effective ways to provide long term benefit for communities. A high proportion of the most prolific adult offenders commit their first crimes at a very early age. Intervening early in the lives of children at risk and their families, before behaviour becomes entrenched, can present our best chance to break the cycle of crime”.

3.4 Service costs and resources used.

Given the nature of these services the largest resource spend is on staffing and associated costs. Resources and staffing structure are detailed in the following pages. During the current financial year £100k has been awarded to local organisations in the form of small grants from the Youth Opportunities Fund (YOF) and Positive Activities for Young People (PAYP). In addition £60k has been used to commission street based activity via Youth Crime Action Plan (YCAP) funds.

As noted above, currently the three functions included in this review sit within the Integrated Youth Support Service (IYSS). The IYSS encompasses a range of operational activity previously delivered through Connexions Service, Youth Service and Youth Offending Service (YOS). Whilst the Connexions Service and Youth Service ceased to exist as separate entities on 31st March 2008, Connexions Personal Adviser delivery and Youth Work approaches remain key and significant parts of the overall service. Although there continues to be a Youth Justice Plan (a requirement of the Youth Justice Board) the Youth Offending Service is now an integral part of the IYSS approach.

There are IYSS Youth Support teams working across four geographical areas. These comprise of Connexions Personal Advisers, Youth Workers and staff from the former YOS Preventions Unit (Connexions Positive Activities for Young People and YJB Preventions). Each of these teams is supported by a Youth Support Team Manager (YSTM), though each also has a functional responsibility for frontline staff delivering on specific service strands. Each team is also supported by a Youth Support Officer in order to ensure that the service meets the needs of young people for activities and challenges outside the school day through a diverse, flexible and proactive programme run by youth centres and by staff seconded into voluntary youth provision.

The Youth Support teams delivering across geographical areas:

- Universal Services – e.g. Information Advice and Guidance , Things to do/Places to go (Universal Youth Activities)
- Targeted Youth Support – identifying those at risk and using preventative approaches.

These Youth Support teams focus upon the early intervention and prevention agenda. They deliver both Universal Services and some elements of Targeted Youth Support in order to ensure that young people are supported as they make the transition into adulthood.

In addition to geographical teams, there are a range of IYSS Youth Support teams delivering borough-wide services. These comprise of YOS staff, Connexions Personal Advisers and Youth Workers from the former Youth Service Inclusion unit and Youth Empowerment service. In addition a client management unit tracks the movement of young people across and out of the borough. The IYSS also manages a number of borough-wide externally funded initiatives such as Youth Crime Action Plan (YCAP), Get on in Life (GOIL) and V Talent.

IYSS Borough wide teams deliver:

- Services to those with significant needs requiring intensive levels of support.
- Services to those organisations (e.g. Pupil Referral Unit, Special Schools) that have a borough-wide remit and require specialist support.
- A borough-wide approach to some of the key MI requirements (e.g. NEET / Not Known tracking)

- Project management activities (such as YCAP / ESF / co-financing initiatives)
- Statutory case management for Young Offenders.

IYSS sits within Children and Young People's Operational Services and works closely with other services. In addition the service has excellent links with other council departments with key managers participating in a wide range of forums and planning groups. The service also has excellent partnership arrangements with those in the voluntary sector, these including commissioned services.

Management responsibility for the delivery of IYSS rests with the Head of Service (Children and Young Peoples Operational Services), whilst accountability for service provision and outcomes is held by the Positive Contribution and Economic Well Being Partnership Group on behalf of Children's Trust Board. The YOS Management Board also holds accountability for aspects around Youth Offending, as does the 14-19 Board for participation and progression in learning (NEETs).

draft

2010/11 Funding

IYSS Income	Connexions	YOS	Other Grants	TYS	Universal	IYSS Income Totals
CXs Area Based Grant	£2,065,879.00					£2,065,879.00
YOF			£131,000.00			£131,000.00
YJB Preventions		£157,176.00				£157,176.00
Management Committee Income					£51,678.00	£51,678.00
PAYP			£383,048.00			£383,048.00
Children's Fund		£69,523.00				£69,523.00
YJB Core		£229,110.00				£229,110.00
YJB Drugs		£43,791.00				£43,791.00
YJB RAP		£128,092.00				£128,092.00
Partners Funding		£476,407.00				£476,407.00
South Tees Funding	£20,192.00	£23,666.00				£43,858.00
LSC Income			£489,983.00	£60,880.00		£550,863.00
V Talent			£142,500.00			£142,500.00
Think Family			£175,000.00			£175,000.00
YCAP			£175,000.00			£175,000.00
SBC		£84,805.00		£661,697.00	£1,088,425.00	£1,834,927.00
January Guarantee	29,704					
Totals	£2,115,775.00	£1,212,570.00	£1,496,531.00	£722,577.00	£1,140,103.00	£6,657,852.00



Funding sources within this review



Other directly related funding sources

Connexions was previously formula funded through the Area Based Grant and this has now been rolled into the Early Intervention Grant.

Targeted Youth Support is core funded through the SBC Youth Service Budget (Universal and TYS) with grant funding from Youth Crime Action Plan (YCAP) and an element of Positive Activities for Young People (PAYP). An efficiency saving of 220k has already been identified from the Youth Service budget as part of the SBC Youth Review. YCAP and PAYP have been rolled into Early Intervention Grant.

Preventions is funded from YJB Preventions Grant and an element of PAYP grant. We had been informed that YJB Preventions funding was also to be rolled up into the Early Intervention Grant but this has not been specified in the lists of grants to be aggregated.

Government have announced that most of the DfEs funding for services to young people will now flow through the Early Intervention Grant. Based on original 2010/11 allocations through ABG (including Youth Opportunity Fund and January Guarantee) this would have been **£2,784,631** not including YJB preventions total of £157,176. However DfE reduced ABG by 24% during 2010/11 though this was offset on a corporate basis resulting in a cut of £182,750 (6.6%) from these service areas.

CURRENT STAFF STRUCTURE AND FUNDING SOURCES

43.05 Connexions
 10.1 Targeted Youth Support
 7.8 YJB/PAYP
 Not included:
 Youth Offending / other
 Universal Youth Service

Head of Service / Asst Director - Children & Young People's Operations

Integrated Youth Support Service Manager

1.0 Youth Offending Manager

1.0 Client Management (Tracking & Support)
 2.8 CXS PAs
 4.0 KIT Workers
 3.0 Admin
 0.5 Admin
 1.0 Admin
 0.5 Admin

0.8 Information Advice and Guidance Development Manager

1.0 Projects and Development Manager

Youth Support Team 1
 Statutory Casework

Youth Support Team 2
 Statutory Casework

1.0 YSTM (YOS Preventions Lead)
 5.8 Preventions Case Workers

1.0 YSTM (CXS lead)
 3.5 Billingham CXS PAs
 4.5 North CXS PAs
 1.0 Admin

1.0 YSTM (CXS lead)
 5.15 South CXS PAs
 4.8 Central CXS PAs
 1.0 Admin

1.0 YSTM (Intensive Support Services)
 4.0 Senior PAs
 3.5 CXS PAs
 0.6 Life Skills Officer

1.0 YSTM (Youth Work lead)
 0.5 YSO / Youth Workers 128.5hrs
 1.0 YSO / Youth Workers 158.5hrs
 1.0 YSO - / Youth Workers 193.5hrs
 1.0 YSO / Youth Workers 187 hours
 1.0 After schools activity officer
 1.0 Detached Teams Officer & sessional Youth Workers
 1.0 Life Skills Officer
 1.0 Admin

1.0 Youth Support Projects Manager
 1.0 TYS Officer
 1.0 Volunteer Placement Supervisor
 1.0 Life Skills Officer
 1.0 Citizenship and Democracy Officer
 1.0 Youth Bus Driver

1.0 YSTM (Projects)
 3.0 Supported Employment Workers
 1.0 KIT
 1.0 Admin
 2.0 Life Skills Officers
 1.0 DofE Officer

3.5 Consultation, Complaints and Compliments – what do they tell us?

Connexions has a number of consultation processes that evidence client satisfaction with the service received:

Telephone Survey

An independent market research company is commissioned every 2 years to undertake a telephone survey with young people to assess the impact of the Connexions service. The survey is based upon the original British Market Research Bureau format that was used in the national Connexions survey in 2004. The 2010 results from 503 young people identify the three main topics discussed with their Personal Advisers [PAs] as Jobs and Careers [85%], Education [77%] and Work Based Learning and training [40%].

Following a PA intervention, 22% of young people did something they had not thought of before. 97% thought the Connexions service had a lot to offer young people and 96% considered PAs as knowledgeable.

97% were satisfied with their experience of Connexions service. In general, the 2010 survey outcomes were again very positive:

- High levels of satisfaction
- An increase in the number of individual contacts with young people
- Effective partnership working [34% of young people were referred to other organisations]
- A high regard for the Connexions service

Tell Us What You Think [TUWYT]

Tell Us What You Think is a paper based survey with young people undertaken every six months in order to provide a snapshot of service delivery. 319 young people participated in this process during 2010. The survey was designed by young people and PAs issue the forms following their interventions in nominated weeks. The three key topics discussed with PAs in October 2010 were Careers Advice [68%], Progress [62%] & Vacancies [28%]. 94% of young people said that they agreed an Action Plan with their PA, 96% discussed a range of potential opportunities and 80% said they talked about how to overcome possible barriers or challenges to their progress.

Using a rating of 0 [Poor] to 5 [Excellent], young people scored their intervention as:
[NB – 4% did not score their intervention]

Poor					Excellent
0	1	2	3	4	5
0%	0%	0%	2%	28%	66%

Your Views

Young people, Parents / Carers and partner organisations are encouraged to feedback their views on the Connexions service via a comments card known as Your Views. Since April 2010, the service received no complaints that have required a Stage 1 response. During the same period the service received twenty six compliments, providing information on the positive impact of individual and groups of staff on the lives of young people.

With regard to Targeted Youth Support and Preventions delivery a range of compliments have been received from young people, parents and partner organisations highlighting the positive impact made on young people, particularly those from vulnerable groups.

In addition to the regular and routine consultation / satisfaction surveys a number of activities have been completed as part of this review:

Schools and Colleges Survey

A Connexions audit of satisfaction levels was undertaken in December 2010. 14 responses were received from schools and colleges ranking priority services and satisfaction level. The top 5 priorities with satisfaction level were:

1 PA 1-1 interventions with young people	4.71
2 School leaver activity survey	4.0
3 NEET Prevention	4.6
4 Post 16 support (re-engagement and retention activities)	4.55
5 Support for vulnerable young people	4.58

(Not satisfied 0 1 2 3 4 5 Totally satisfied)

Staff Consultation Event

Connexions and Targeted Youth Support staff were offered the opportunity at a training and development event in December to highlight the Strengths, Areas for Improvement [Afi] and other related issues as part of the internal review process.

Strengths - Clear evidence of effective NEET and Not Known strategy [best ever results]
 Pro-active partnership working with other stakeholder organisations
 Evidence of leading role in CEIAG activities across Tees Valley
 Successful outcomes of outreach Targeted Youth Work
 Knowledgeable, experienced and multi-skilled staff
 Range of feedback opportunities providing evidence of impact / added value
 Targeted LDD support

Afi
 More PA involvement in Targeted Youth Work
 Promotion of Area Wide Prospectus in schools
 Undertake a staff skills audit to identify range and capacity
 Restructure Connexions staffing to reflect individual skills, e.g. specialist team established for school / college work
 Review opening times and days - audit of outreach service provision in the community and identification of potential new opportunities, e.g. libraries, community centres, etc.
 Market services better – promote good and effective practice
 Availability of flexible user-friendly courses for vulnerable young people
 Review current use of premises and close under-used provision
 Consideration of social networking sites, Facebook, etc.
 Highlight on what works best – internal and external good practice

Other issues
 Consideration of reduced staff hours, unpaid leave and term-time working
 Commission service provision
 Charging schools for services

4. Service Evaluation and Findings

4.1 Is service statutory – what level needed

Connexions

The Local Authority has defined statutory responsibilities covering the work Connexions delivers: (*Appendix 3 provides further detail*)

A local authority must, under section 68[1] of the **Education and Skills Act [2008]** make available such services as it considers appropriate to encourage, enable or assist the effective participation of young people and relevant young adults in education or training. This covers all 13-19 year olds and those aged 20 and over but under 25 with an assessment of a learning difficulty and/or disability under section **139a of the Learning and Skills Act 2000**. It also covers young people detained in custody.

Local authorities are responsible for making services available to young people and relevant young adults under section 68[1] of the Education and Skills Act 2008. This includes reasonable face-to-face access to a Personal Adviser to provide information, advice and guidance, advocacy and brokerage.

Local authorities must ensure that all relevant statutory responsibilities [related to careers information, careers guidance and careers education] set out in the **Education Act 1997, the Employment and Training Act 1973, as amended by the Trade Union Reform and Employment Rights Act 1993** and section 139a of the Learning and Skills Act 2000 are met.

Who should receive statutory services

- A local authority must, under section 68(1) of the Education and Skills Act (2008) make available such services as it considers appropriate to encourage, enable or assist the effective participation of young people and relevant young adults in education or training. This covers all 13-19 year olds and those aged 20 and over but under 25 with an assessment of a learning difficulty and/or disability under section 139a of the Learning and Skills Act 2000. It also covers young people detained in custody.
- The service provided to young people and relevant adults by the local authority must be a balance of a universal Information, Advice and Guidance (IAG) service as well as targeted IAG services for those who need them.
- Under section 78(2), a local authority is responsible for any young person or relevant young adults who are:
 - receiving education or training in its area;
 - normally resident in its area; or
 - otherwise within its area, including those held in custodial establishments in the local authority area.
- Local authorities must arrange for a Section 139a learning difficulty assessment to be carried out during a person's last year of compulsory schooling where he or she has a statement of special educational needs (SEN) and is expected to leave school and go on to further or higher education.
- Local authorities are responsible for providing IAG services for young people in custody. Local authorities are responsible for making services available to young people and relevant young adults under section 68 (1) of the Education and Skills Act 2008. This includes reasonable face-to-face access to a Personal Adviser to provide information, advice and guidance advocacy and brokerage.

As noted above there may be legislation in the New Year that places schools under a duty to secure impartial careers advice and guidance. However, indications are that responsibility for targeted services including NEET prevention and reduction (aligned with Raising the Participation Age “RPA”) will remain a Local Authority responsibility.

The current Government is due to commission OfSTED reviews of Careers Advice and Guidance in March 2011 and March 2012.

Positive Activities (Targeted Youth Support)

There are two key pieces of legislation that outline a Local Authority’s duties in securing facilities and activities for young people. These are:

Education Act 1996

508 Functions in respect of facilities for recreation and social and physical training

(1) A local education authority shall secure that the facilities for primary, secondary and further education provided for their area include adequate facilities for recreation and social and physical training.

Education and Inspections Act 2006

6 Functions in respect of youth work, recreation etc

Section 6 was inserted into the Education Act 1996 and includes:

507B LEAs in England: functions in respect of leisure-time activities etc for persons aged 13 to 19 and certain persons aged 20 to 24

(1) A local education authority in England must, so far as reasonably practicable, secure for qualifying young persons in the authority’s area access to—

(a) sufficient educational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities; and

(b) sufficient recreational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities.

Preventions

The Crime and Disorder Act 1998 places all those working in the youth justice system under a statutory duty to have regard to a principal aim of preventing offending by children and young people. This includes all partners including the Police, YOTs and Local Authorities.

4.1.1 Level of service

Connexions data (CCIS Nov 2010) shows the level of potential universal and targeted activity required within the borough to support and maintain young people on their pathway through EET:

Universal:

17000 **13-19s resident in Stockton-on-Tees**

7057 **16-18s November 2010 (9744 16-19s)**

2500 **School leavers each year**

Targeted:

526 **Resident NEETs (as at 30th November 10)**

Context: Size of a small secondary school

1670 **NEET “Joiners” annually (Dec 09 – Nov 10)**

Context: Size of 2 large secondary schools

(NEET joiners are those leaving EET and require additional support to return to EET)

1580 16-19s Vulnerable groups (e.g. TP/LAC/LDD/YOT/S'MISUSE)

384 Are NEET 16-19s (TOTAL for 16-19s is 780)

Target group data: TG1 / 2	Key Stage 4 16-18	887 2688
	Total	3575

(TG1/2 require additional support or intensive intervention)

In terms of Youth Offending despite significant reductions in the number of First Time Entrants in recent years 272 young people entered the Criminal Justice System in 2009/10

3904 young people participated in Targeted Youth Support activities in 2010. This information has been considered as part of the Youth Review

4.2 Benchmarking - is service cost effective

It is widely accepted both locally and at a National level that the services included in this review can contribute significant savings to the public purse in the medium / long term. This is particularly relevant to the cost of NEETs and young people entering the Criminal Justice System.

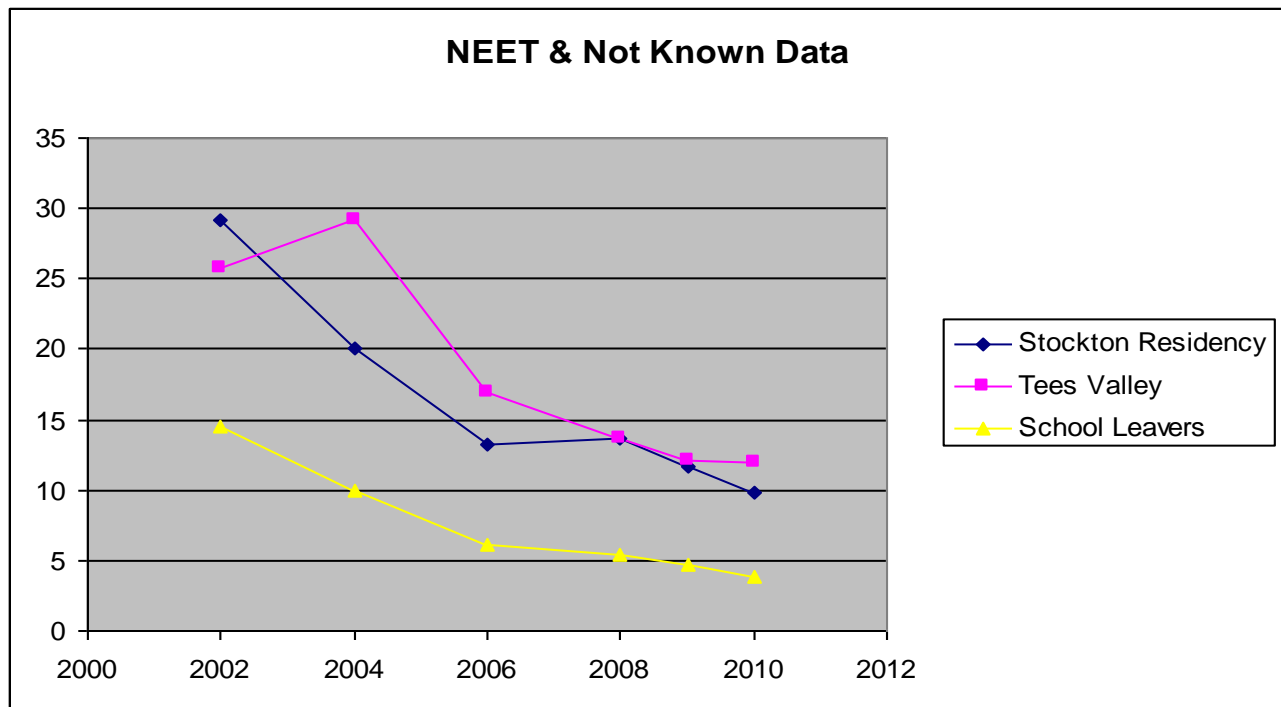
A recent audit commission report "Against the Odds" (2010) included a range of data from a research project by York University on the cost of NEET:

- Young people not in education, employment or training (NEET) at 16-18 have poorer life chances than their peers and are more likely to be a long-term cost to the public purse.
- Young men who were NEET are three times more likely to suffer from depression, and five times more likely to have a criminal record, than their peers.
- Data from fieldwork areas found a quarter of young people were NEET at some point during a two-year period, but most get into education, employment or training. However, ten per cent of young people remain NEET for six months or more.
- A young person NEET in 2008 will cost an average of £56,000 in public finance costs before retirement age (for example, welfare payments, costs to health and criminal justice services, and loss of tax and national insurance revenue). There will also be £104,000 in opportunity costs (loss to the economy, welfare loss to individuals and their families, and the impact of these costs to the rest of society). The entire 2008 group of young people NEET could cost over £13 billion to the public purse and £22 billion in opportunity costs before they reach retirement age.
- Once young people pass 18 they are 'unemployed' rather than NEET. Eleven per cent of 18-24 year-olds were unemployed in the first quarter of 2010, compared with 6 per cent of the working age population. In Stockton 18-24s represent 31% of all Job Seeker Allowance claimants

With regard to Connexions delivery, funding was allocated on a revised national funding formula from 2007. This formula was based on both the universal element and targeted/NEET cohort.

It is difficult to establish “actual” spend on Connexions function across LAs due to the reporting process on Area Based Grants (ABG). In addition when looking at performance data Stockton-on-Tees is significantly disadvantaged by the national method of measuring the NEET rate based on place of learning rather than residency. The LA has a duty to ensure the delivery of impartial IAG and as such does not discriminate against learning provision outside of the borough. Travel to learn patterns are such that some young people residing in Stockton-on-Tees are more inclined to travel to provision in neighbouring LAs. This coupled with the opening of a new college in Middlesbrough (Sept 08) resulted in a significant increase in the net export of learners and had an adverse effect upon the "place of learning" NEET rate.

However when looking at how well Stockton supports its own young people to achieve on a “residency” basis there has been a strong performance trend since 2002 (save for the period during the ISA development and implementation). The graph below shows the trend for combined NEET and Not Known data.



	Stockton Residency	Tees Valley	School Leavers
2002	29.2	25.7	14.5
2004	20	29.2	10
2006	13.3	16.9	6.1
2008	13.7	13.7	5.4
2009	11.7	12.1	4.7
2010	9.8	12	3.9

As noted in the graph, there has also been a strong performance in terms of school leaver progression with a year on year reduction in NEETs.

Data as at December 2010 showed the lowest level of both school leaver (3.6%) and 16-18 NEET (7.9%) since the measurement was introduced and evidences a high level of performance from the Connexions function. This evidence includes 09/10 Intervention data which showed 10,243 one to one interventions and 62,442 (other contacts including groupwork, telephone follow up and meetings)

With regard to Targeted Youth Support, in terms of cost effectiveness the Children and Young People’s Select Committee have received evidence as part of the Youth review and concluded that “recognising that targeted youth services have proven to be more effective and have

provided better value for money and more positive outcomes for young people than universal youth services, delivery of targeted youth services be prioritised over universal services to ensure that this success is further enhanced”.

In terms of Targeted Youth Support and Preventions it is widely acknowledged via national research that significant savings (Criminal Justice System, Custody) can be made from preventing young people becoming involved in Crime and Disorder. As noted above there have been significant reductions in First Time Entrants and latest data shows year to date for 2010 (April to October) has reduced to 813 per 100,000 population (year to date for 2009 was 894), this being 162 actual young people (185 for 2009).

Targeted Youth Support programmes such as the Youth Crime Action Plan and Stockton Activities for All have demonstrated consistent and significant reductions in ASB and Youth Crime calls (Cleveland Police data) and have received positive interest on a national level.

4.3 Who are customers and likely impact of changes

The services within this review primarily work with young people aged 13-19, although intervene from age 8 (Preventions) and up to 25 for those with LDD. However the work on behalf of these young people impacts upon a wide range of stakeholders including schools, colleges training providers, Police, Health, Employers and the wider Children's Services. There is also potentially direct impact on parents /carers, local communities and residents and in wider terms (invest to save) the Local Authority itself.

Changes in these services could directly impact upon the levels of young people (particularly vulnerable young people) engaging in constructive activities, successfully making the transition into EET and levels of Anti Social Behaviour, Crime and Disorder. The services work across a range of target groups involved in risk taking behaviour and as such there could be an impact on teenage pregnancy, substance misuse and in a wider context the Safeguarding agenda and outcomes for LAC.

In addition, there will still be a requirement for systematic tracking of 16-18s in order to achieve RPA, ensure access to the complex range of post 16 opportunities and provide support and guidance for young people in their journey to adulthood. A return to the levels of 16-18 NEET and Not Known evidenced in 2002 would be most undesirable for individuals, families, communities and the local economy.

4.4 Factors likely to impact on demand in the future

As noted above these services are likely to change as a result of the Coalition Governments policy direction over the next year or so.

The need for high quality impartial Careers guidance has been well evidenced in national research into social mobility though in terms of the local authority's role in this beyond 2011/12 this is uncertain given the likelihood that the duty will be placed on schools to secure this aspect of the universal service.

In terms of the targeted support within these services the demand is likely to increase as the impact of changes to post 16 provision and support take effect both in terms of access to HE and the removal of the EMA. In addition there is little evidence that employment opportunities for 16-18s will improve over the short term. This coupled with the implementation of the RPA (current Year 9 will have to be in learning until they are 17, current Year 7 until they are 18) will place significant challenges both in terms of ongoing tracking (keeping in contact) and the level of support for the prevention and re-engagement of NEETs, particularly amongst hard to

reach and vulnerable groups. As noted earlier there are currently over 500 young people NEET with 1670 requiring support to engage back into EET during the course of a 12 month period.

In terms of the Crime, ASB and risk taking behaviour there is the potential that as public sector services scale back (including Police activity) there is a significant risk of an increase in these types of behaviour resulting in adverse consequences for individuals and communities and additional costs further down the line.

5. Options for changing the way the service is delivered

All three functions being considered within this review are likely to be affected by Government policy / legislation over the coming months. Primarily this will result in the Local Authority prioritising Targeted services for young people both in terms of supporting and maintaining young people in EET and providing positive activities targeted at reducing crime and anti social behaviour, substance misuse and the risk of teenage pregnancy.

Stockton was already well advanced in terms of the integrated youth support agenda and latest performance data in terms of ASB, FTE and NEETs demonstrates a positive impact from recent structural changes. It is clear however that given future budgetary constraints and the policy direction that further options need to be considered.

Partnering with other Tees Valley LAs

At the present time the options for partnering arrangements are limited. Local structures for youth support vary considerably from one LA to another and given the uncertainty regarding future policy / legislation it is unlikely that LAs will be in a position to develop this option in the short term. It is also questionable that such an arrangement would be desirable for such a key front line range of services at this time as this would potentially limit flexibility, local responsiveness and accountability for performance.

Commissioning

A significant element of Targeted Youth Support delivery is already delivered by the VCS either through commissioned service or small grant awards. There is already a strong partnership ethos and a "mixed economy" approach works well. With regard to Connexions function given the current high level of performance and that there is to be significant change over the coming year, coupled with limitations on any savings to be made from commissioning in the short term due to TUPE arrangements, the greatest efficiency savings would be made through internal structural review.

Technological

Some national companies are developing ICT based applications for interacting with or interviewing young people. However, the scope of this is currently limited and where we have long established national web based services such as Connexions Direct there has been an extremely poor take up of telephone and chat room services. Indeed most of the few contacts they receive from Stockton young people result in referral back to a local Personal Adviser. Whilst there may be scope in the future for web based guidance it is extremely unlikely to replace the face to face contact at a significant level and especially the targeted support element of the service given that this includes a wide variety of activity that requires direct and at times intensive contact with young people.

John Hayes **Minister of State for Further Education, Skills and Lifelong Learning (jointly with the Department for Education)** has already re-inforced the importance of direct face to face contact with young people in any new services. A recent survey undertaken with 576 young people in Stockton during December 2010 asking them to prioritise how they would like to access Information, Advice and Guidance from a PA produced the following response as their preferred first choice:

Face to Face	72.91%
E-mail	10.6%
Telephone	8.33%
Web	8.16%.

Thus whilst web based communication (e.g. Facebook) could be explored further, the overwhelming preference for young people to receive IAG remains face to face contact.

Structural

Given the need to review services in line with budgetary requirements and national policy direction it is apparent that structural change within the services is necessary. Such a review will look to future proof the LA responsibilities whilst delivering an agreed level of savings.

6. Conclusions and Recommendations

The services within this review, namely Connexions, Targeted Youth Support and Preventions are key front line services for young people enabling and supporting them to make the most of their potential and raising aspirations. The services are preventative in nature benefiting both local communities and the local economy. The services are well managed and high performing with a high level of customer satisfaction.

In considering the options for this review it must be recognised that this takes place against a background where significant changes have already been made in order to align services into a coherent and co-ordinated youth support service including universal youth service and Youth Offending Service. Recent structural changes are already evidencing significant outcomes in terms of the impact on young people and their families.

However, given emerging Government policy and the financial limitations arising from the CSR and Early Intervention Grant announcements further development is needed on the youth agenda in terms of delivering on outcomes and cost –effectiveness.

To that end, it is recommended that the services within this review are re-structured to meet an agreed savings target.

The re-structure would need to be designed in order to fulfil a number of key priorities:

1. Delivery of Universal Youth Service (via recommendations of the Youth Review).
2. Delivery of Targeted Youth Support to reduce risk taking behaviour preventing ASB, Offending, Substance Misuse and Teenage Pregnancy and contributing to reducing NEETs. This will include engaging vulnerable young people in Positive Activities.
3. Tracking and monitoring of young people from leaving school to age 18 (19 for vulnerable groups).
4. A targeted support service to enable all young people including those in vulnerable groups to engage and participate in EET and support the achievement of the RPA (to include IAG approaches for T1 and T2 clients).
5. To encourage more young people to be involved in volunteering, citizenship and participation activities.

It is also important that future service developments build upon the excellent existing partnership arrangements with the voluntary and community sector, including commissioning and small grants awards.

The restructure of these services will entail losing a number of posts and some redundancies are likely. However by pooling resources from the Youth Review (£1.2m after 220k savings) with the allocated funding for young people's services from the Early Intervention Grant it is

anticipated that efficiencies and reducing duplication will minimise compulsory redundancies as far as possible. In addition a full review of the options for staff terms and conditions will contribute to potential savings.

The re-structure will need to make the service “future-proof” as far as possible and as such will factor in transitional arrangements for Careers Guidance in the event that this responsibility passes to schools from 2011/12. The re-structure will also factor in savings already identified from the Corporate review of Admin posts.

In addition the revised structure would be based on the following key principles:

- That it should be clear in terms of management accountability and performance
- That teams should be managed by professionally qualified and experienced managers
- That all staff should be suitably qualified and experienced for their roles.
- That any changes to posts would be reviewed through the Corporate Job Evaluation process
- That it would enable a responsive and flexible approach to emerging local and national priorities
- That it should be cost effective, making maximum impact from allocated resources.
- That all processes would be fair and equitable guided by Corporate Policies and Procedures.

If the recommendation of this report is endorsed, it is anticipated that all the necessary processes including staff consultation could commence following the Cabinet meeting on 17th February 2011 in order to implement a new service structure as soon as practicable.

Appendix 1: Targeted Youth Support Activities

YCAP Street based teams and PAYP:

Targets Crime and Anti Social Behaviour Hot Spot Areas Based on local Police / ASB intelligence. Below is an example of activity's paid for through PAYP and YCAP grants:

- IYSS currently commission providers to deliver 7 sessions per week. PAYP funds weekend activity at The Youthy, HYPE, Lightfoot Grove and Parkfield. Delivery takes place on 44 weekends per year.
- Internal PAYP rapid response delivery targets hotspots including youth village pilot.
- Beat the Boredom monthly events at ARC provided by TFM and staffed by TYS/YCAP team/partners.
- SAFE Programme October/November diversionary activities delivered in localities with TYS team/Voluntary Community sector partners/universal youth teams.

V Talent Programme:

The scheme is a 44 week programme which has been funded for 2 years to provide full time Volunteering opportunities for 15 young people aged 16-25. They are placed in Local Authority Children and Young Peoples services. The young people are given a range of training opportunities and workplace experiences. Whilst on the programme young people are paid expenses of up to £100 per week and at the end of the 44 weeks they are provided with a move on grant of £1,500 which pays for the next leg of their Training/Education/Volunteering journey. The targets were to recruit 40% NEET young People in Year 1 and 50% NEET in year 2. Our cohort in year 1 consisted of 66% NEET and 13.2% where at significant risk of becoming NEET.

Employment Pathway Programme (EPP) – developed in partnership with YMCA Tees Valley and funded through the Central Area Partnership's Community Fund. It provides opportunities for targeted and vulnerable young people to train as youth workers with Voluntary and Community sector partners. The scheme has created 2 full time mentors progressing from VTalent, 8 full time opportunities and 20 part time opportunities. This programme has been expanded to provide opportunities for LAC young people with 2 full time and 4 part time places.

Duke of Edinburgh Award – Delivers programmes at three levels, Bronze, Silver and Gold, which lead to a Duke of Edinburgh Award. Includes: Volunteering, Physical Skills, Expedition and Residential. Stockton-on-Tees Borough Council is a licensed Operating Authority for The Duke of Edinburgh's Award (DofE) administering, supporting and promoting DofE throughout the borough. DofE is offered in a variety of settings such as schools, youth clubs, and voluntary organisations and for those who cannot access it elsewhere there is an Open DofE Centre that runs at Youth Space.

Participants So far 2009-2010

Bronze	238
Silver	89
Gold	63
Total	390

Awards Granted So far 2009-2010

Bronze	91
Silver	27
Gold	7
Total	125

Youth Space delivers Alternative Education and Foundation Learning (formally E2E) to Targeted Young People. Youth Space consists of a team of qualified youth workers delivering alternative educational packages to targeted and vulnerable young people to re-engage them with mainstream provision. Youth Space offers a purpose designed venue with two training rooms, an IT suite, music facilities, full kitchen, and chill out room and laundry facilities. The service has worked with 154 vulnerable and targeted young people 2009 -2010. Brook Sexual health services also deliver from Youth Space strengthening the partnership and delivery of TYS. This has included the training of the VTalent young people to support the delivery of Brook outreach services delivering in local communities.

After Schools and Outdoor Activities – Includes supporting residential and outdoor activities. Worked directly with 76 young people so far in 2009-2010. This service has added value to programmes such as VTalent, EPP and Voluntary and Community sector delivery.

Youth Bus. Delivers initiatives and engages young people in local communities. The Youth Bus has been supporting YCAP and other targeted activities this year; this has reduced the cost and increased delivery days and attendance. Partners such as Voluntary Sector, PCSO's, Wardens, Police and Fire Service have also been staffing the bus, along with YCAP workers. So far this year it has engaged 1848 young people compared to the previous year when it was delivered independently by SBC 780 (42% increase from figures taken in November 2010) The Youth Bus has also supported a range of activities such as, Tri Star family day, Billingham Charity trophy event, Billingham Carnival, Corner House fun day at Arlington Park. Recent developments include a partnership delivery with Brook building upon a sexual health awareness day at Trinity Park in the summer

Young People with Learning Disabilities and/or Difficulties'

The service provides a range of activities and initiatives working with LDD young people including:

- Currently running 2 Sessions per week at Kiora Hall for young people supported by targeted youth support worker.
- Family night is held weekly at Youth Space for young people, parents and carers
- Stockton Imagination LDD performing arts group is supported at Hardwick on a Tuesday. This project is given financial and TYS staffing support.
- Stockton Youth Disability Forum is supported both financially and with TYS staff.
- TYS staff support Oasis holiday programme including stranger danger workshops.
- LDD Sports programme has been developed linked to Teesside Mohawks.

Environmental Projects,

TYS provides a range of environmental projects including; Green Talent TYS project with 2 days intervention at Saltholme nature reserve exploring wildlife and conservation issues, and a community champions programme at Ragworth encouraging young people to be involved in their local communities improving the environment.

Bicycle Reclamation – This was initially developed by the TYS team who run parallel courses for targeted young people who are on the cusp of the youth justice system. TYS staff also support the delivery of the YOS project as well as providing the accreditation for all young people. TYS are establishing an outreach project in the Clarence's training up local volunteers to deliver the project. 32 young people that were struggling to gain qualification in formal education settings have now achieved the REAL award linking into ASDAN. Recent development includes a cycle donated by the group to Neighbourhood Police, and one to a foster child who was a victim of cycle theft. Currently developing the Cycles for Help the Heroes project donating adapted cycles, this will develop into donating cycles to the wider disabled community.

Project Development - This includes Middlesbrough FC football project, Supporting Dads and Lads for teen parents, Hardwick Football Project in partnership with HYPE, Saturday night football project with Fire Service.

Community cohesions – TYS team deliver tailor made interventions in partnership with local organisations and community groups, to engage targeted young people and raise their awareness of the impact of their behaviour on the community.

Stockton Activities for All (SAFE) – TYS team deliver a borough wide programme, which is intelligence led, tackling ASB and criminal damage. This project has made contributions to the year on year reductions in crime and ASB.

Police Cadets - TYS contribute towards the programme financially and a member of the TYS team delivers on the project.

Holiday Provision – TYS team deliver all year round provision including all school holidays when youth clubs are closed. Activities are coordinated throughout Stockton on Tees and consist of a range of diversionary activities. These are delivered by Voluntary and Community sector and TYS teams. A great deal of work has been achieved over recent years to reduce the amount of duplication and ensure limited local resources are spent effectively.

Youth Village– TYS team supports the organisation and delivery on sessions including the Clarence's and John Whitehead Park. Activities included digital inclusion programme encouraging young people and residents to learn on line. Also football cage, basketball cage and inflatable activities.

Education and Accreditation for Vulnerable and Targeted Young People– TYS team develop and deliver accredited courses and activities for targeted young people including LAC and Teen Parents including foundation in youth work courses. This offers alternative education and accreditation to young people who struggle in mainstream education. Courses are delivered in a wide range of settings and have had a great deal of success so far this year 108 accreditations have been awarded.

Participation and Involvement – A dedicated worker supports: IYSS Participation/ Voluntary Development Group, Youth Review/Young People on Scrutiny/Shadow the Councillor, My Place, Lets Take Action, Shadow Youth Board, Voice Box, Shout Out Loud (anti bullying project, including a charter for bullying in care homes), Your Welcome (young inspectors NHS young peoples health project), Volunteering Scheme, YP Police Advisory group (received awards 2 years running for knife crime amnesty and delivering the Prevent conference), Bhagavat Project (young volunteers working in Bulgaria), Youth Parliament.

Youth Opportunities Fund – Is managed by TYS team awarding grants to young people and youth organisations.

Practical Skill Development – Young people are encouraged to be involved in a range of practical skills through a range of TYS projects working with private sector organisations. This includes 'Deck it Out'. Young people from Norton Grange and Ragworth engaged via YCAP and Beat the Boredom are volunteers in their own communities delivering DJ workshops and MC sessions.

Alcohol Awareness – Sessions run in communities to make young people aware of the dangers of alcohol. This includes young people from Central Area youth forum (Voice Box) and other participation projects consulting young people and adults around the issues of alcohol misuse in Stockton town centre and Bede college.

Knife Crime and Gang Culture- TYS have delivered on a range of courses and activities with local partners warning young people about the dangers and consequences of being involved with knives and gangs. A DVD has been produced by Corner House and Stockton has recently been visited by Brook Kinsella on behalf of the Home Office.

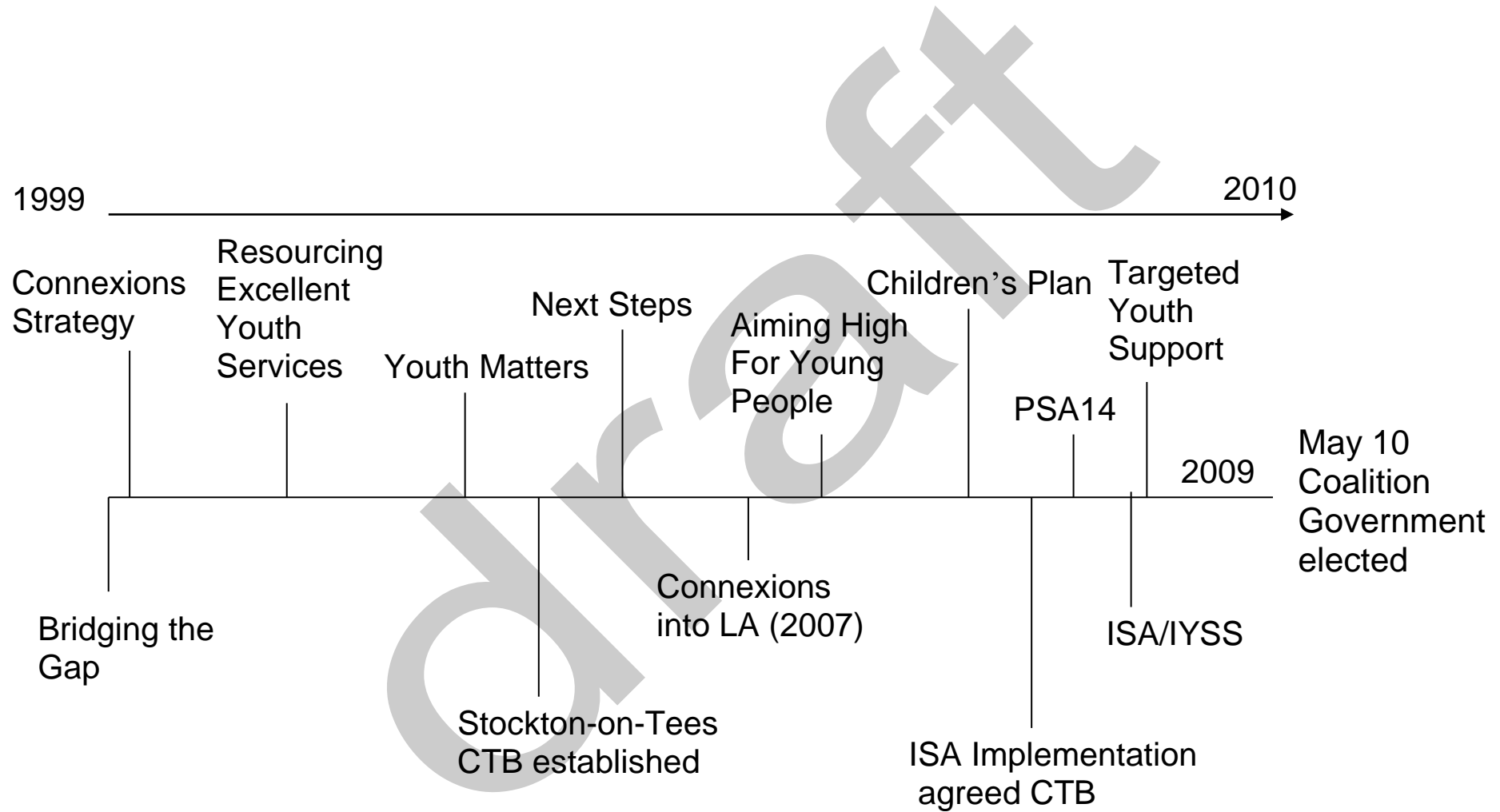
Homelessness support – TYS runs projects to support homeless young people including weekly youth bus sessions with a range of partners. Projects increase over the winter to support homeless young people, distributing food parcels to needy young people and families.

Accident and Emergency Support Project - TYS are working with Health Services to provide a “youth offer” to young people who persistently attend A and E. Referral systems are in place and young people attending A and E are followed up by a youth worker. A dedicated space has been given in A and E which advertises youth activities throughout Stockton and is updated weekly.

Preventions Activity- TYS provide resources and support to young people who are identified through the Stockton on Tees’s preventions panel, providing intensive one to one activities and accredited courses to young people on the cusp of the criminal justice system.

draft

Appendix 2: Services for Young People Policy Timeline



Appendix 3: Statutory duties

Connexions

Sections 68 – 84 of the Explanatory Notes to the Education and Skills Act 2008

68. Sections 68 to 79 give effect to proposals set out in the Green Paper *Youth Matters* <http://www.everychildmatters.gov.uk/youthmatters/> (July 2005) to devolve the responsibility for delivering the service known as “Connexions” to local education authorities. The funding for the Connexions service transferred to local education authorities in April 2008. The sections replace sections 114 to 121 of the 2000 Act, but transfer responsibility for provision of the services from the Secretary of State to local education authorities and extend them to adults aged 20 to 24 with learning difficulties. Amendments consequential on these changes are made in Schedule 1 to the Act.

69. Section 68 places a duty on local education authorities in England to make available to young people and relevant young adults for whom they are responsible such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. A relevant young adult is a person aged 20 to 24 years who has a learning difficulty within the meaning of subsections (5) and (6) of section 13 of the 2000 Act. The services made available will continue to be known as Connexions services. This section also provides for local education authorities to have regard to any guidance issued by the Secretary of State, and places them under a duty to comply with any directions given by the Secretary of State relating to the exercise of their functions under section 68.

70. Section 68 provides that a local education authority can fulfill the duty to make services available either by providing them itself or by making arrangements with others, which could include other local education authorities. In addition, subsection (5) provides that the duty on a local education authority to make services available to a young person or relevant young adult for whom it is responsible does not apply if another local education authority is also responsible for the person and services are actually being provided to the person by that other authority or under arrangements made by it. Taken together with the definition of which persons are in the scope of a local education authority’s responsibility in section 78(2), section 68(5) addresses the situation where two local education authorities are both potentially under a duty to make services available to the same person.

71. Section 69 gives the Secretary of State the power to give directions about matters specified in the section to a local education authority relating to the exercise of its duty to make support services available for effective participation (subsection (1) of section 68). Directions may specify the services to be made available to young people and relevant young adults (for example, it may be that directions are given about services for young people who are not in education, employment or training). Directions may also specify the descriptions of individuals who may be involved in ways specified in the direction in providing services. This may include specifying minimum qualifications for personal advisers. In addition, directions may require the local education authority to secure that it or its service providers co-operate with the provider of the national telephone helpline and internet-based service for young people, currently known as Connexions Direct (provided under section 74). Local education authorities may be directed to cooperate with those exercising functions or providing services relating to social security or connected with finding suitable employment, education or training, such as JobCentre Plus. Directions may also be given about the use of the Connexions brand, and may impose requirements as to record keeping and the provision of information. Record keeping requirements may include requirements for authorities and their Connexions service providers to maintain a Connexions database so as to help service providers offer the right support services to young people (under Part 2) and support for local education authorities in promoting fulfillment of the duty to participate (under Chapter 2 of Part 1). Directions about the provision of information would include directing authorities to ensure that, where there was a change in statutory responsibility for the provision of Connexions services in respect of a person, information would speedily pass from the earlier authority or its service provider to the authority that was now responsible or its service provider.

72. *Subsection (2)* allows a direction to require a local education authority to exercise its functions under section 68 in such a way that Connexions services are provided in conjunction with other services or the exercise of other functions specified in the direction. *Subsection (3)* makes clear that the other functions or services specified in the direction need not relate to education or training and may be functions or services relating to social security. These subsections give the Secretary of State the power to direct local education authorities to ensure that the person providing Connexions services also carries out social security functions under relevant powers contained in social security legislation. Under arrangements made with the Secretary of State, Connexions service providers currently conduct work focused interviews for 16 and 17 year olds within the meaning given in sections 2 and 2AA of the Social Security Administration Act 1992. The interviews aim to enable participation in education or training and focus on training or educational opportunities. The intention is that the direction-making power may be used to ensure that the current arrangements will continue. It is also intended that it may also be used in the future in relation to functions within the Welfare Reform Act 2007 such as:

work focused interviews within the meaning of section 12 of that Act;

work related activity within the meaning of section 13 of that Act; and

action plans within the meaning of section 14 of that Act,

with the aim of helping the person into employment or keeping him or her in employment.

73. *Section 70* gives local education authorities the power to enter into arrangements made with them by other local education authorities for the provision of Connexions services (see section 68(1)). It also gives local education authorities the power to provide, secure the provision, or participate in the provision of Connexions services other than in respect of persons for whom they are responsible, including persons from other areas.

74. *Section 71* allows the Connexions service provider, as part of the Connexions service, to enter into a learning and support agreement with a young person aged 13 to 19. This includes a young person who is not participating, or at risk of not participating, in education or training as required by section 2.

75. A learning and support agreement comprises agreement by a young person to comply with certain requirements, and agreement by the Connexions service provider to provide specified support (which could, for example, include financial support or an incentive payment) on condition that the young person complies with those requirements. It does not amount to a legally binding contract. The process of entering into a learning and support agreement involves identification and assessment of need, and the young person must be involved in negotiating the agreement.

76. *Section 45(5)* requires a local education authority to ensure that Connexions support has been offered to a young person to whom Part 1 applies before taking enforcement action for failure to comply with the duty imposed by section 2. Entering into a learning and support agreement is an example of the kind of support that might be offered in this situation.

77. *Section 72* sets out the information that educational institutions must provide to persons involved in the provision of Connexions services to help ensure that all young people or relevant young adults are offered support appropriate to their circumstances and, in particular, that any not in education, employment or training are identified and offered prompt support. The section also sets out what information a pupil or student (or their parent, where the person is younger than 16) can instruct not to be provided.

78. The purpose of *section 73* is to allow Connexions services to be provided at schools and other educational institutions that young people attend. It places a duty on the responsible persons for educational institutions to allow Connexions service providers reasonable access to pupils and students and to provide reasonable facilities on the institution's premises for providing services, when requested to do so by a Connexions service provider.

79. *Section 74* gives the Secretary of State the power to provide or secure the provision of remote Connexions services on a national basis, for example, through the internet and other electronic media, for all 13-19 year olds and for "relevant young adults".

80. *Section 75* places a duty on the Chief Inspector to inspect and report on Connexions services (provided under sections 68 and 74), when requested to do so by the Secretary of State. In addition, the section gives the Chief Inspector the power to carry out such other inspections of the provision of those services as the Chief Inspector thinks fit.

81. *Subsection (5)* gives the person carrying out or participating in the inspection the necessary powers concerning rights of access to the premises and records of Connexions service providers. *Subsection (6)* provides the Chief Inspector with the power to report on and publish his findings. *Subsection (7)* makes it a criminal offence for anyone to willfully obstruct an inspection.

82. Under *section 76*, social security information may be supplied by the Secretary of State (or a person providing services to the Secretary of State), to a local education authority or other person involved in the provision of Connexions services for young people, for the purposes of the provision of those services. The section sets out under what circumstances further disclosure of this information is permissible, under what circumstances it is a criminal offence and the penalty that may be imposed. Information may only be supplied in respect of young people, not relevant young adults, because the concern is to ensure that Connexions services are aware of all young people who may not be in education, employment or training and for whom it is a policy priority to provide support. *Section 77* gives the persons and bodies listed in *subsection (2)* the power to supply information about a young person or relevant young adult to any other person or body involved in the provision of Connexions services for the purposes of the provision of those services.

83. Paragraph 74 of Part 2 of Schedule 1 amends the Welfare Reform and Pensions Act 1999. This is to ensure that social security information may be shared between the Department for Work and Pensions (DWP) and a county council, where that county council is exercising social security functions in respect of a young person for whom they are required to provide support via the Connexions services. Regulations made under this social security legislation define a “local authority” by reference to the Social Security Administration Act 1992. The definition of local authority in that Act does not include a county council in England. Therefore, but for these amendments, the current data sharing would not be able to continue where a county council is exercising Connexions functions. Other minor and consequential amendments are made in Schedule 1.

84. *Section 79* repeals sections 114 to 121 of the 2000 Act which provided for the establishment in England of the Connexions service by the Secretary of State.



The Education Act (1997):

Section 43 covers the provision of careers education in schools; section 44 requires schools and other institutions to cooperate with careers advisers and section 45 relates to the provision of careers information at schools and other institutions.

PART VII CAREERS EDUCATION AND GUIDANCE

43 Provision of careers education in schools

(1) All registered pupils at a school to which this section applies must be provided, during the relevant phase of their education, with a programme of careers education.

(2) This section applies to—

(a) county and voluntary schools;

(b) grant-maintained schools;

(c) maintained or grant-maintained special schools (other than those established in hospitals);

(d) city technology colleges and city colleges for the technology of the arts; and

(e) pupil referral units.

(3) It is the duty of each of the following to secure that subsection (1) is complied with, namely—

(a) in the case of a school falling within subsection (2)(a) to (c), the governing body of the school and its head teacher,

(b) in the case of a school falling within subsection (2)(d), the proprietors of the school and its head teacher, and

(c) in the case of a pupil referral unit, the local education authority maintaining the unit and the teacher in charge of it.

(4) Each of sections 496 and 497 of the [1996 c. 56.] Education Act 1996 (default powers of Secretary of State) shall, in relation to the duty imposed by subsection (3) above, have effect as if any reference to a body to which that section applies included a reference to the proprietors of a school falling within subsection (2)(d) above.

(5) For the purposes of this section the relevant phase of a pupil's education is the period—

(a) beginning at the same time as the school year in which the majority of pupils in his class attain the age of 14; and

(b) ending with the expiry of the school year in which the majority of pupils in his class attain the age of 16.

(6) In this section—

“career” includes the undertaking of any training, employment or occupation or any course of education;

“careers education” means education designed to prepare persons for taking decisions about their careers and to help them implement such decisions;

“class”, in relation to a particular pupil, means—

(a)

the teaching group in which he is regularly taught, or

(b)

if he is taught in different groups for different subjects, such one of those groups as is designated by the head teacher of the school or, in the case of a pupil at a pupil referral unit, by the teacher in charge of the unit.

44 Schools and other institutions to co-operate with careers advisers

(1) Where a careers adviser has responsibilities in relation to persons attending an educational institution to which this section applies, he shall on request be provided with—

(a) the name and address of every relevant pupil or student at the institution; and

(b) any information in the institution’s possession about any such pupil or student which the careers adviser needs in order to be able to provide him with advice and guidance on decisions about his career or with other information relevant to such decisions.

(2) If the registered address of a parent of any such pupil is different from the pupil’s registered address, subsection (1)(a) requires the parent’s address to be provided as well.

(3) Paragraph (a) or (as the case may be) paragraph (b) of subsection (1) does not, however, apply to any pupil or student to the extent that—

(a) (where he is under the age of 18) a parent of his, or

(b) (where he has attained that age) he himself,

has indicated that any information falling within that paragraph should not be provided to the careers adviser.

(4) Where a careers adviser has responsibilities in relation to persons attending an educational institution to which this section applies, he shall on request be permitted to have, in the case of any relevant pupil or student specified by him, access to that person—

(a) on the institution’s premises, and

(b) at a reasonable time agreed by or on behalf of the head teacher, principal or other head of the institution,

for the purpose of enabling him to provide that person with advice and guidance on decisions about his career and with any other information relevant to such decisions.

(5) Such access shall include an opportunity for the careers adviser to interview that person about his career, if he agrees to be so interviewed.

(6) Where a careers adviser has responsibilities in relation to persons attending an educational institution to which this section applies, he shall on request be permitted to have, in the case of any group of relevant pupils or students specified by him, access—

(a) to that group of persons in the manner specified in subsection (4)(a) and (b), and

(b) to such of the institution's facilities as can conveniently be made available for his use,

for the purpose of enabling him to provide those persons with group sessions on any matters relating to careers or to advice or guidance about careers.

(7) Any request made for the purposes of subsection (1), (4) or (6) must be made in writing to the head teacher, principal or other head of the institution in question.

(8) This section applies to—

(a) the schools listed in section 43(2)(a) to (d); and

(b) institutions within the further education sector.

(9) It is the duty of each of the following to secure that subsections (1), (4) and (6) are complied with, namely—

(a) in the case of a school falling within section 43(2)(a) to (c) or an institution within the further education sector, the governing body of the school or institution and its head teacher, principal or other head, and

(b) in the case of a school falling within section 43(2)(d), the proprietors of the school and its head teacher;

and section 43(4) shall apply in relation to that duty as it applies in relation to the duty imposed by section 43(3).

(10) For the purposes of this section—

(a) a pupil at a school is a relevant pupil—

(i) at any time during the period which is the relevant phase of his education for the purposes of section 43, or

(ii) if he is over compulsory school age and receiving secondary education; and

(b) a person is a relevant student at an institution within the further education sector if he is receiving at the institution either—

(i) full-time education, or

(ii) part-time education of a description commonly undergone by persons in order to fit them for employment.

(11) For the purposes of this section—

(a) “careers adviser” means a person who is employed by a body providing services in pursuance of arrangements made or directions given under section 10 of the [1973 c. 35.] Employment and Training Act 1973 and who is acting, in the course of his employment by that body, for the purposes of the provision of any such services; and

(b) a careers adviser has responsibilities for any persons if his employment by that body includes the provision of any such services for them.

(12) In this section “career” has the same meaning as in section 43.

45 Provision of careers information at schools and other institutions

(1) Persons attending an educational institution to which this section applies must be provided with access to both—

(a) guidance materials, and

(b) a wide range of up-to-date reference materials,

relating to careers education and career opportunities.

(2) This section applies to—

(a) the schools listed in section 43(2)(a) to (d); and

(b) institutions within the further education sector.

(3) It is the duty of each of the following to secure that subsection (1) is complied with, namely—

(a) in the case of a school falling within section 43(2)(a) to (c) or an institution within the further education sector, the governing body of the school or institution and its head teacher, principal or other head, and

(b) in the case of a school falling within section 43(2)(d), the proprietors of the school and its head teacher;

and section 43(4) shall apply in relation to that duty as it applies in relation to the duty imposed by section 43(3).

(4) The persons who under subsection (3) above are responsible for discharging that duty in relation to an institution shall seek assistance with discharging it from a body providing services in pursuance of arrangements made or directions given under section 10 of the [1973 c. 35.] Employment and Training Act 1973.

(5) In this section “career” and “careers education” have the same meaning as in section 43.

(6) Nothing in this section applies to any primary school.

The Education and Skills Act (2008):

This amends The Education Act (1997) and requires local authority maintained secondary schools to provide **impartial** information and advice which promotes the best interests of students and which does not seek to promote the interests of the school over other options.

It also requires schools to have regard to guidance issued by the Secretary of State when complying with their careers education and guidance duties.

draft

Excerpt from the Employment and Training Act 1973 – Sections 8 & 9

8 Duty of Secretary of State to ensure provision of careers services for school and college students

(1) It shall be the duty of the Secretary of State to secure the provision of relevant services for assisting persons undergoing relevant education to decide—

(a) what employments, having regard to their capabilities, will be suitable for and available to them when they cease undergoing such education, and

(b) what training or education is or will be required by and available to them in order to fit them for those employments,

and for assisting persons ceasing to undergo relevant education to obtain such employments, training and education.

(2) In subsection (1) of this section and section 9 of this Act “relevant services” means—

(a) giving of assistance by collecting, or disseminating or otherwise providing, information about persons seeking, obtaining or offering employment, training and education,

(b) offering advice and guidance, and

(c) other services calculated to facilitate the provision of any services specified in paragraphs (a) and (b) of this subsection.

(3) In this section and section 9 of this Act “relevant education” means—

(a) education involving full-time attendance at any educational institution in Great Britain, other than an educational institution within the higher education sector, and

(b) education involving part-time attendance at any educational institution in Great Britain, other than an educational institution within the higher education sector, which is education of a description commonly undergone by persons in order to fit them for employment.

(4) The references in subsection (3) of this section to an educational institution within the higher education sector shall be construed—

(a) as respects England and Wales, in accordance with section 91(5) of the **M1** Further and Higher Education Act 1992 or, if this section is in force at any time before section 65 of that Act comes into force, in accordance with section 61(3)(a) of that Act until that section comes into force, and

(b) as respects Scotland, in accordance with section 56(2) of the **M2** Further and Higher Education (Scotland) Act 1992.

F19 Power of Secretary of State to arrange for provision of careers services for others

The Secretary of State shall have power to secure the provision of relevant services, or any description of relevant services, for assisting persons other than those undergoing relevant education, or any description of such persons, to decide—

(a) what employments, having regard to their capabilities, are or will be suitable for and available to them, and

(b) what training or education is or will be required by and available to them in order to fit them for those employments,

and for assisting those persons to obtain such employments, training and education.

Excerpt from the Trade Union Reform and Employment Rights Act 1993

45 Careers services

For sections 8 to 10 of the [1973 c. 50.] Employment and Training Act 1973 (careers services of education authorities) and the heading immediately preceding them there shall be substituted—

“Careers services

8 Duty of Secretary of State to ensure provision of careers services for school and college students

(1) It shall be the duty of the Secretary of State to secure the provision of relevant services for assisting persons undergoing relevant education to decide—

(a) what employments, having regard to their capabilities, will be suitable for and available to them when they cease undergoing such education, and

(b) what training or education is or will be required by and available to them in order to fit them for those employments,

and for assisting persons ceasing to undergo relevant education to obtain such employments, training and education.

(2) In subsection (1) of this section and section 9 of this Act “relevant services” means—

(a) giving of assistance by collecting, or disseminating or otherwise providing, information about persons seeking, obtaining or offering employment, training and education,

(b) offering advice and guidance, and

(c) other services calculated to facilitate the provision of any services specified in paragraphs (a) and (b) of this subsection.

(3) In this section and section 9 of this Act “relevant education” means—

(a) education involving full-time attendance at any educational institution in Great Britain, other than an educational institution within the higher education sector, and

(b) education involving part-time attendance at any educational institution in Great Britain, other than an educational institution within the higher education sector, which is education of a description commonly undergone by persons in order to fit them for employment.

(4) The references in subsection (3) of this section to an educational institution within the higher education sector shall be construed—

(a) as respects England and Wales, in accordance with section 91(5) of the [1992 c. 13.] Further and Higher Education Act 1992 or, if this section is in force at any time before section 65 of that Act comes into force, in accordance with section 61(3)(a) of that Act until that section comes into force, and

(b) as respects Scotland, in accordance with section 56(2) of the [1992 c. 37.] Further and Higher Education (Scotland) Act 1992.

9 Power of Secretary of State to arrange for provision of careers services for others

The Secretary of State shall have power to secure the provision of relevant services, or any description of relevant services, for assisting persons other than those undergoing relevant education, or any description of such persons, to decide—

- (a) what employments, having regard to their capabilities, are or will be suitable for and available to them, and
 - (b) what training or education is or will be required by and available to them in order to fit them for those employments,
- and for assisting those persons to obtain such employments, training and education.

10 Provision of services

(1) The Secretary of State may perform the duty imposed on him by section 8 of this Act, and exercise the power conferred on him by section 9 of this Act, by making arrangements with—

- (a) local education authorities or (in Scotland) education authorities,
- (b) persons of any other description, or
- (c) local education authorities or education authorities and persons of any other description acting jointly,

under which they undertake to provide, or arrange for the provision of, services in accordance with the arrangements; and in doing so the Secretary of State shall have regard to the requirements of disabled persons.

(2) The Secretary of State may also perform the duty imposed on him by section 8 of this Act, and exercise the power conferred on him by section 9 of this Act, by giving directions to local education authorities or education authorities requiring them to provide, or arrange for the provision of, services in accordance with the directions; and in doing so the Secretary of State shall have regard to the requirements of disabled persons.

(3) Directions given under this section may require local education authorities and education authorities—

- (a) to provide services themselves or jointly with other authorities or persons,
- (b) to arrange for the provision of services by other authorities or persons, or
- (c) to consult and co-ordinate in the provision, or in arranging for the provision, of services with other authorities or persons.

(4) Arrangements made, and directions given, under this section may include provision for the making of payments by the Secretary of State, whether by way of grant or loan or otherwise, to the persons with whom they are made or to whom they are given.

(5) Arrangements made, and directions given, under this section in exercise of the power conferred by section 9 of this Act may include provision permitting the making of charges for the provision of the services to which they relate.

(6) Arrangements made, and directions given, under this section shall require the person with whom they are made or to whom they are given—

- (a) to provide, or arrange for the provision, of services in accordance with such guidance of a general character as the Secretary of State may give, and
- (b) to furnish the Secretary of State, in such manner and at such times as he may specify in the arrangements or directions or in guidance given under paragraph (a) of this subsection, with such information and facilities for obtaining information as he may so specify.

(7) The Secretary of State may give directions to local education authorities and education authorities requiring them to transfer (on such terms as may be specified in the directions) to any persons who are providing, or are to provide, services in accordance with arrangements made, or directions given, under this section any records of the authorities which may be relevant in the provision of the services.

(8) Local education authorities and education authorities shall have power—

- (a) to provide services or arrange for the provision of services in accordance with arrangements made, or directions given, under this section (including services provided outside their areas) by

any such means (including by the formation of companies for the purpose) as they consider appropriate, and

(b) to employ officers and provide facilities for and in connection with the provision of the services or arranging for the provision of the services;

but, where directions are given to local education authorities and education authorities, the power conferred on them by this subsection shall be exercised in accordance with the directions.

(9) Where services are being provided in pursuance of arrangements made, or directions given, under this section, the authority with whom the arrangements are made or to whom the directions have been given shall have power, with the consent of the Secretary of State, to provide, or arrange for the provision of, more extensive (relevant) services than the arrangements authorise or the directions require and to employ more officers and provide more facilities accordingly.

(10) Nothing in sections 8 and 9 and this section shall make it unlawful for a local education authority or education authority to defray the cost of exercising their powers under this section from resources other than payments of the Secretary of State.

(11) A direction given under this section may be revoked or varied by another direction so given.

(12) Nothing in this section shall be taken to limit the arrangements which may be made under section 2 of this Act.”

draft

Assessments relating to learning difficulties

Before section 140 of the Learning and Skills Act 2000 (assessments relating to learning difficulties) insert—

“139A Assessments relating to learning difficulties: England

(1) Subsection (2) applies if a local education authority in England—

(a) maintains a statement of special educational needs for a person, and

(b) believes that the person will leave school, at the end of his last year of compulsory schooling, to receive post-16 education or training or higher education.

(2) The authority must arrange for an assessment of the person to be conducted at some time during his last year of compulsory schooling.

(3) Subsection (4) applies if a local education authority in England—

(a) maintains a statement of special educational needs for a person who is over compulsory school age, and

(b) believes that the person will leave school, during or at the end of the current school year, to receive post-16 education or training or higher education.

(4) The authority must arrange for an assessment of the person to be conducted at some time during the current school year.

(5) A local education authority in England may at any time arrange for an assessment to be conducted of a person—

(a) who is within subsection (6), and

(b) for whom the authority is responsible.

(6) A person within this subsection is one who—

(a) is in his last year of compulsory schooling, or is over compulsory school age but has not attained the age of 25,

(b) appears to the authority to have a learning difficulty within the meaning of section 13, and

(c) is receiving, or in the opinion of the authority is likely to receive, post-16 education or training or higher education.

(7) In exercising its functions under this section an authority must have regard to any guidance issued by the Secretary of State.



The provision of Connexions Services under Section 114 of the Learning and Skills Act 2000

Support for 13 to 19 year olds: England

114 Provision of services

- (1) The Secretary of State may provide or secure the provision of services which he thinks will encourage, enable or assist (directly or indirectly) effective participation by young persons in education or training.
- (2) In securing the provision of those services the Secretary of State may, in particular—
 - (a) make arrangements with local authorities and other persons for the provision of services;
 - (b) direct local education authorities to provide services, to secure the provision of services or to participate in the provision of services.
- (3) Arrangements and directions under subsection (2) may include provision—
 - (a) for grants, loans and other kinds of financial assistance to be provided by the Secretary of State (whether or not on conditions);
 - (b) requiring persons with whom arrangements are made or to whom directions are given to have regard to guidance issued by the Secretary of State.
- (4) In this section “young persons” means persons who have attained the age of 13 but not the age of 20.
- (5) A direction under this section may be revoked or varied by a later direction.

draft

Positive Activities

Education and Inspections Act 2006

PART 1 EDUCATION FUNCTIONS OF LOCAL AUTHORITIES

6 Functions in respect of youth work, recreation etc

(1) Before section 508 of EA 1996 (functions of LEA in respect of facilities for recreation and social and physical training), and immediately after the cross-heading which precedes that section, insert—

“507A LEAs in England: functions in respect of recreational and training facilities for children under 13

(1) A local education authority in England must secure that the facilities for primary and secondary education provided for their area include adequate facilities for recreation and social and physical training for children who have not attained the age of 13.

(2) For the purposes of subsection (1) a local education authority may—

(a) establish, maintain and manage, or assist the establishment, maintenance and management of—

(i) camps, holiday classes, playing fields, play centres, and

(ii) other places, including playgrounds, gymnasiums and swimming baths not appropriated to any school or other educational institution,

at which facilities for recreation and social and physical training are available for persons receiving primary or secondary education;

(b) organise games, expeditions and other activities for such persons; and

(c) defray, or contribute towards, the expenses of such games, expeditions and other activities.

(3) When making arrangements for the provision of facilities or the organisation of activities in the exercise of their powers under subsection (2), a local education authority must, in particular, have regard to the expediency of co-operating with any voluntary societies or bodies whose objects include the provision of facilities or the organisation of activities of a similar character.

507B LEAs in England: functions in respect of leisure-time activities etc for persons aged 13 to 19 and certain persons aged 20 to 24

(1) A local education authority in England must, so far as reasonably practicable, secure for qualifying young persons in the authority’s area access to—

(a) sufficient educational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities; and

(b) sufficient recreational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities.

(2) “Qualifying young persons”, for the purposes of this section, are—

(a) persons who have attained the age of 13 but not the age of 20; and

(b) persons who have attained the age of 20 but not the age of 25 and have a learning difficulty (within the meaning of section 13(5)(a) and (6) of the Learning and Skills Act 2000).

(3) For the purposes of subsection (1)(a)—

(a) “sufficient educational leisure-time activities” which are for the improvement of the well-being of qualifying young persons in the authority’s area must include sufficient educational leisure-time activities which are for the improvement of their personal and social development, and

(b) “sufficient facilities for such activities” must include sufficient facilities for educational leisure-time activities which are for the improvement of the personal and social development of qualifying young persons in the authority’s area.

(4) References in the remaining provisions of this section to “positive leisure-time activities” are references to any activities falling within paragraph (a) or (b) of subsection (1).

(5) For the purposes of subsection (1) a local education authority may—

(a) provide facilities for positive leisure-time activities;

(b) assist others in the provision of such facilities;

(c) make arrangements for facilitating access for qualifying young persons to such facilities;

(d) organise positive leisure-time activities;

(e) assist others in the organisation of such activities;

(f) make arrangements for facilitating access for qualifying young persons to such activities;

(g) enter into agreements or make arrangements with any person in connection with anything done or proposed to be done under any of paragraphs (a) to (f);

(h) take any other action which the authority think appropriate.

(6) For the purposes of subsection (5)—

(a) the provision mentioned in paragraph (a) may include establishing, maintaining and managing places at which facilities for positive leisure-time activities are provided;

(b) the assistance mentioned in paragraphs (b) and (e) may include the provision of financial assistance;

(c) the arrangements mentioned in paragraphs (c) and (f) may include the provision of transport, of financial assistance or of information to any person.

(7) Before taking any action for the purposes of subsection (1) (“the proposed action”), a local education authority must—

(a) consider whether it is expedient for the proposed action to be taken by another person, and

(b) where the authority consider that it is so expedient, take all reasonable steps to enter into an agreement or make arrangements with such a person for that purpose.

(8) For the purposes of subsection (7)(a) a local education authority must consult such persons as the authority think appropriate as to whether it is expedient for the proposed action to be taken by another person.

(9) In exercising their functions under this section a local education authority must—

(a) take steps to ascertain the views of qualifying young persons in the authority’s area about—

(i) positive leisure-time activities, and facilities for such activities, in the authority’s area;

(ii) the need for any additional such activities and facilities; and

(iii) access to such activities and facilities; and

(b) secure that the views of qualifying young persons in the authority’s area are taken into account.

(10) A local education authority in England must—

(a) publicise information about positive leisure-time activities, and facilities for such activities, in the authority’s area, and

(b) keep the information publicised under paragraph (a) up to date.

(11) A local education authority may charge in respect of anything provided by the authority under this section where the provision is to a qualifying young person (whether or not in the authority's area).

(12) In exercising their functions under this section a local education authority must have regard to any guidance given from time to time by the Secretary of State.

(13) In this section—

- “recreation” includes physical training (and “recreational” is to be construed accordingly);
- “sufficient”, in relation to activities or facilities, means sufficient having regard to quantity;
- “well-being”, in relation to a person, means his well-being so far as relating to—
 - (a) physical and mental health and emotional well-being;
 - (b) protection from harm and neglect;
 - (c) education, training and recreation;
 - (d) the contribution made by him to society;
 - (e) social and economic well-being.”

(2) Schedule 1 contains amendments related to the provision made by subsection (1).