

## CHILDREN'S SERVICES SCRUTINY REVIEW OF RPA – ACTION PLAN

## APPENDIX 1

| SCRUTINY RECOMMENDATION | DIRECTOR'S RESPONSE AND ACTION PLAN   | TIMESCALE  |        |
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| <b>Careers Advice</b>   |   |  |        |
| R1                      | <p>All East Sussex schools should attain the Investors in Careers (IIC) standard for careers advice services, or an equivalent alternative, to demonstrate to Ofsted and ESCC that they operate careers advice to the standard required by the Department for Education (DfE) statutory guidance.</p> | <p>SLES have encouraged schools to work toward the IIC standard, by providing funding and support to achieve this award. Currently 22 secondary schools and community college schools out of a total of 27 have full IIC accreditation, and 6 out of 9 special schools have full IIC accreditation. Several are due for re-assessment and some have failed to progress between stages. SLES have identified funding to continue to support this work beyond 2016.</p> <p>Actions</p> <p>1.1 All 27 schools encouraged and supported to work towards achieving full IIC accreditation (or equivalent)</p> | Dec 16 |
| R2                      | <p>The Education Improvement Partnership Executive Committee should survey East Sussex schools to identify and disseminate examples of best practice for Careers Education, Information, Advice and Guidance (CEIAG) and in particular for the provision of work experience</p>                       | <p>SLES co-ordinate and support a local CEIAG network, which consists of CEIAG leads from our schools and colleges and good practice is shared through these networks. This work will continue in order to raise the importance and profile of CEIAG and work experience.</p>  | Jul 16 |
| R3                      | <p>All schools should appoint a Governor as careers advice champion.</p>  | <p>SLES acknowledge the need to drive the careers advice agenda, as good quality careers advice not only benefits the student in helping raise aspirations, but can also help drive the skills and economy of the county as a whole if local employers and businesses are linked directly to CEIAG delivery. SLES will put this recommendation forward to the Governor meetings.</p> <p>3.1 CEIAG and employability sessions planned for Governor Area Meetings;</p>   |        |

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|                          |   | will recommend Governor champions.   | Feb/Mar 2016                             |
| R4                       | All year 10 pupils should be offered work experience placements in conjunction with local employers.  | <p>SLES acknowledge the importance of work experience and have an effective work experience team that operates as a traded service. To date they have helped secure 2500 work placements for this academic year. The work experience team is currently being reviewed and consideration being given to a work experience unit being developed in conjunction with our colleges, in order to secure its ongoing sustainability.</p> <p>Resource implication for schools to fund this recommendation. The current cost to schools is £270 annual subscription and £13.50 per student, per placement.</p>   | Mar 16                                   |
| <b>Vulnerable Groups</b> |   |  |  |
| R5                       | Schools, ESCC and its partners examine ways to support the 'next most at risk' young people who may not meet the official vulnerability criteria e.g. by expanding services in schools, subject to funding. | <p>SLES acknowledge that there are vulnerable young people who are not easily identified as needing support. Pastoral support can be stretched in schools due to pressures on budgets and targeting these resources at greater risk.</p> <p>Actions:</p> <p>5.1 SLES to undertake more analysis of hard and soft data to help identify those most at risk</p> <p>5.2 Consider revising the schools Risk of NEET Indicator (RONI) and review discussions with colleges again re. post16 RONI</p> <p>5.2 SLES to work with colleges and schools to ensure that Youth Employability Service (YES) help support those most at risk of dropping out of school/college</p> | <p>Jan 17</p> <p>Jan 17</p> <p>Dec16</p> |
| R6                       | ESCC and its partners explore how mental health awareness and support services to vulnerable young people in schools and  | SLES commission the Youth Employability Service to help meet our statutory duties to support vulnerable young people who are NEET (Not in Education, Employment or Training) or at risk of becoming NEET and YES are seeing an increase in the number and complexity of needs, which require more  |  |

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|                                 | colleges could be enhanced.   | <p>specialist support.</p> <p>SLES will explore with Early Help how to increase support to vulnerable young people, particularly those with mental health needs.</p> <p>A new national pilot launched in December aims to ensure that every school has a mental health champion. More than 250 schools have agreed to join the trial and will select a teacher, teaching assistant or school nurse as a mental health “point of contact”. That person will forge a relationship with a counterpart in their local NHS children’s mental health service. The pair will be trained to work together to streamline the process of getting the correct treatment for children. The programme will be rolled out further if it is judged to be a success.</p> <p>Actions:</p> <p>6.1 Link to new national £3 million pilot which aims to have a mental health champion appointed by every school.</p> | Dec 2016 |
| R7                              | Post 16 providers and ESCC take into account the difficulty some young people, from the northern and western parts of the county, experience in paying for travel to access suitable post 16 provision when targeting travel support. | SLES will continue to work with post 16 providers to ensure that provision is as accessible as possible, through the contribution to providers bursary scheme for those young people who are most vulnerable to non participation.   | Jul 2016 |
| <b>Meeting Employers’ Needs</b> |   |  |          |
| R8                              | Commend the idea of an Employability Passport and encourage its swift development. Work should be undertaken where possible to make the Employability Passport regionally and nationally accepted and recognised.                     | 10 schools, 2 colleges and 4 youth support organisations are piloting the Employability Passport (from September 2015), including our Virtual School and are due to meet in January to share practice and moderate sample folders. The government’s newly established Careers and Enterprise Company are also developing a national ‘Enterprise Passport’ and have expressed an interest in learning from our Employability Passport.  |          |

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|     |   | <p>Actions</p> <p>8.1 Employability Passport pilot to be completed by Sept 2016</p> <p>8.2 Independent evaluation of our Employability Passport to be completed by October 2016, this will include bringing together learning from Mozilla and Careers Enterprise development/pilots</p> <p>8.3 Employability Passport to be rolled out from academic year 16/17</p>   | <p>Sept 16</p> <p>Oct 16</p> <p>Sept 2017</p> |
| R9  | Promote a single point of contact for businesses eager to be involved in work experience opportunities possibly through the new Enterprise Advisor Coordinator post or expansion of the ESCC work experience service.   | SLES were successful in a bid to secure Enterprise Advisor posts as part of the governments Career Enterprise Company, which was been set up to improve links between schools and employers. These Advisors (1.5 posts) started in November and will help drive this work. But funding is only secured up until Nov 2016, so we are seeking alternative funding sources to help extend this work. Link to R12.   | Sept 2016                                     |
| R10 | The Standards and Learning Effectiveness Service (SLES) be requested to seek to match the demand and supply of traineeships to identify whether current provision can be expanded, and together with partners, seek to moderate the high expectations of employers regarding apprenticeships. | <p>The offer and take up of Traineeships nationally has been exceptionally low, initially this was due to restrictions in which providers could actually deliver Traineeships and then more recently on the pressure to ensure that those on Traineeship do actually progress into an Apprenticeship.</p> <p>In East Sussex we have tried to encourage our colleges and training providers to deliver Traineeships as in addition to them offering a good stepping stone into an apprenticeship.</p> <p>Actions:</p> <p>10.1 Work with colleges and training providers to improve the take up of Traineeships</p> <p>10.2 Increase the number of young people on Traineeship</p> | Dec 2016                                      |
| R11 | Actively encourage the extension of the provision of Careers Fairs (including apprenticeships), following an evaluation of the  | Well planned Careers Fairs present an ideal opportunity to raise aspirations and promote the breadth of careers pathways and employment opportunities available across East Sussex and beyond, ensuring that employers as well   |   |

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|     | Sussex Chambers events, to create a network of Careers Fairs to serve all schools across the County.                            | <p>as our colleges and training providers are present at these careers fair. SLES have no dedicated resource to support these events, but we have committed staff time and expertise to help co-ordinate events with schools and colleges.</p> <p>Actions</p> <p>11.1 SLES to support the Sussex Chambers and other good quality Careers Fairs</p> | Dec 2016 |
| R12 | Seek longer term funding for the Skills East Sussex Enterprise Advisor project, upon successful completion of the pilot scheme. | SLES are working with Skills East Sussex to help identify funding sources, with support from the ESCC External Funding Team, including through SELEP and European funding.   | Jul 2016 |