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Mission Statement

Brownhill Learning Community (BLC) Key Stage 4 to Post-16 Transition process will provide the best possible preparation for our learners to participate, succeed and progress in their education and in their lives as they move into adulthood.

This will be achieved by:

- Providing independent and impartial *Information Advice and Guidance*, which considers all available opportunities for all learners and challenges low aspiration where it exists;
- Enabling our learning community to work in partnership across the borough to secure a high quality transition experience for every student
- Tailoring transition arrangements to meet the needs of individuals.

Success Indicators

- Increased enrolment in Post-16 education in training
- Increased levels of participation in the spirit of Raising the Participation Age (RPA)
- Reduce drop out rate at Post-16
- Reduction of NEETS
- IAG Gold Award Achieved
- Greater numbers engaging and succeeding in Level 2 learning Post-16
- Increased uptake of apprenticeships
- An increase in skill levels which address labour market and economic requirements

Remit and Context

- This policy was devised by a Transition Working Party with representation from Secondary Schools, Six Form College and FE College, Local Authority Officers and other relevant agencies in the borough
- The remit of the group was to construct a policy covering all relevant aspects of transition from Key Stage 4 to Post-16 and which would have real and informed buy in from all stake holders.
- BLC has discussed and personalised the content of this policy and adopted it as part of its Statutory Requirements

Statutory Requirements

- Key dates for Transition process are recorded on the Timeline attached which accompanies this Policy.
- Quality information is provided to parents and carers about the transition process which includes:

- What they need to do as parents and carers
 - What BLC will do
 - What their Post-16 Provider will do
 - Key dates for each event or stage of the process
- Parents and carers have convenient access to the *Information Advice and Guidance* necessary for making the best choices of Post-16 provision through face to face interviews, BLC Website, Parent Engagement Careers Meetings
 - Relevant information is accessible to students, parents and carers on BLC Website
 - LA will transfer all appropriate data in line with national statutory requirement
 - Effective tracking to monitor progress is consistent across all Key Stage 4 and Post-16 providers.
 - Pre-16 and Post-16 providers have clear strategies for tracking attendance of 16 and 17 year old learners
 - Pre-16 and Post-16 providers will inform LA if a young person drops out of learning
 - Pre-16 and Post-16 providers have clear and effective Safeguarding and Child Protection policies and procedures which meet legal requirements
 - Learners with Statements, My Plans + have DLA assessments in place to support Post-16 needs
 - Positive Steps support and track young people and report to BLC with destinations using Annual Activity Survey
 - BLC have met all their statutory requirements in the following areas:
 - Rochdale LA Ensure access to adequate provision using Rochdale LA planning Statement of Need, reviewed annually.
 - Raising the Participation Age

How BLC meets statutory requirements

- Year 8 Pupils have access to Positive Steps Advisor + Curriculum Covers Careers Education and includes individual class sessions on preparation for work
- Parents are updated about information relating to their child's future prospects Post-16 from Year 9 through to Year 11.
- Year 10 and 11 students have access to a wide range of Vocational Options.
- Black and Industry Work Placements on offer to Year 10 and 11 students.
- Year 11 students encouraged to continue Vocational Attendance until official leaving date is reached.
- IAG is accessible in many forms for Parents to access through media such as VLE, Posters, Letters, Circulars, Options and Choices Materials, CEIAG Events, by face to face contact with Positive Steps PA and Progression Officer
- Raising Participation Age Events are supported and Parents, Carers and Students are encouraged to attend
- CEIAG section is included on BLC's VLE
- All Student achievement, attendance and progression are tracked.

- Students are encouraged to engage in EET Post-16 and are tracked through Positive Steps who inform BLC through Annual Activity Survey
- LDA are supplied to all Statemented, School Action and Action + either through Statement Reviews or Positive Steps Individual Interviews
- Annual Activity Survey provided by Positive Steps are used to inform future planning and interventions to reduce NEET figures
- A named NEETS Officer is in place to champion reduction of NEETS
- Partnership working with All Age Team helps keep workforce, parents, carers and students updated regarding changes to legislation, curriculum and CEIAG.

The Rochdale Entitlement: Administration

- The Policy has been agreed in partnership with key stakeholders
- The Policy outlines the role of providers, parents and students in the transition process
- The Policy sets an expectation for active work between Pre-16 and Post-16 providers
- All stake-holders know about and understand the policy
- Tutors in Pre-16 providers are regularly briefed on the transition and IAG processes for learners
- Tutors in Pre-16 providers are familiar with the Area Wide Prospectus (AWP) and Common Application Process (CAP)
- Post 16 providers ensure their entries in AWP are up to date
- There is regular liaison between a named person in each pre-16 and Post-16 provider
- Non teaching staff are involved in the Transition process
- Year 10 & 11 learners all have the opportunity to attend the Rochdale *Future First and Skills North West Events*
- Year 9's learners have the opportunity to Rochdale Skills Event + Other relevant activities such as visits to college, training providers
- All Year 11 learners are able to apply for the Standard Grant and Bank Accounts
- Data is used effectively to set effective and meaningful targets and learners progress towards targets is monitored
- Statement + My Plan learners are reviewed for LDA assessment and Individual Transition Plans are made for them
- There is effective monitored communication between schools, colleges, FE providers and relevant agencies throughout the borough
- Promoting the effective participation in education or training of all young people in the area
- Tracking young people who do not participate
- Making provision for learners with Learning Difficulties or Disabilities (LLDD)

- Making provision for learners with Early Help Plans
- Planning to reduce the number of learners who are NEET
- Employers who employ a 16 or 17 year old learner for more than twenty hours per week for more than eight weeks (and who are not providing accredited training) have:
 - Checked the learners evidence that they are enrolled in some part time accredited learning before they start work (eg a letter from a Provider)
 - Agreed reasonable hours of work so that the learner can access training for the equivalent of a day a week.
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- There are clear roles and responsibilities within Pre-16 and Post-16 providers establishments that support the Transition process
- Staff, parents and students are involved in evaluating the Transition arrangements to ensure continuous improvement
- The Transition Policy is regularly reviewed and amended annually

How the administration entitlement is managed at BLC

- Alternative Provisions Manager liaises with Pre-16 and Post-16 Providers
- Active work with Post-16 Providers is implemented through Progression Officer
- Policy to be included in CEIAG section of BLC VLE
- Transition Process starts in Year 9 with students preparing for Post 16 Options Choices in KS4
- All staff are kept informed of student Transition Progress through termly reports in Year 10 to EET placement reports in Year 11.
- All students in KS 4 are offered the opportunity to attend the *Future First* event
- All students in KS 4 are offered the opportunity to attend *The North West Careers* event
- All Year 11 students are offered the chance to visit Post-16 Providers
- All Statemented learners are subject to Annual EHP Reviews and Transition Plan are put in place in Year 9
- Students are enabled to claim the statutory grant and offered help to open a Bank Account
- Parents are advised of students progress both academic and Vocational once a ½ term
- Options information booklets are issued to students during Year 9/10 for discussion with parents/carers
- Achievers of Vocational Qualifications are encouraged to progress to higher level were applicable or to choose other areas of Vocational Study

The Rochdale Entitlement: Pastoral Care

- Pre-16 and Post-16 providers take account of pupils preferred learning styles when planning curricular provision
- All Pre-16 and Post-16 centres use assessment effectively to support learning, including
 - Monitoring of achievement
 - Learner target setting
- Information on vulnerable learners is effectively communicated from Pre-16 to Post-16 Providers
- Post 16 providers support Pre-16 providers in supporting and guiding learners through application process
- Specific arrangements are in place in all Post-16 centres to support learners for the first half term following transition
- Parents, carers and students are effectively briefed about transition and provided with opportunities to feedback on the reality for them
- There are shared protocols and practice between Pre-16 and Post-16 providers around Safeguarding and Child Protection
- Partnership agreements are signed between Pre-16 providers and IAG Providers
- Positive Steps have the opportunity to attend Parent Review Days
- Parents and carers have the opportunity to discuss progress and transition issues with staff at their Post-16 provider early in the academic year
- Learners who could potentially become NEET are identified as early as possible by their Pre-16 Provider
- Steps are taken (in conjunction with Positive Steps) to reduce the likelihood of their becoming NEET, from KS3 onwards
- Positive Steps offer targeted support to engage Year 11 learners with no September destination

How the pastoral entitlement is managed at BLC

- Impartial CEIAG is provided to parents, carers and students regarding Pre-16 and Post-16 options
- Students personal learning styles are provided for in our vocational curriculum both in school and when using outside providers
- Assessment to support learning is in place and disseminated as required to Pre-16 and Post-16 providers
- Students are supported by Positive Steps PA and Progression Officer in using CAP for Post-16 learning
- Students are supported in Post-16 learning environments during Autumn term by Progression Officer to ensure stability of placement

- All partnership agreements are signed and reviewed annually in the Autumn Term
- Parents and Carers have opportunities to discuss achievement progression and transition at termly reviews which may be either face to face or paper based
- SENCO is appraised of transition plans and progression routes prior to SEN Annual Reviews
- NEET students are targeted at earliest opportunity and interventions put in place
- Reduction of NEETS Action Plan is in place and is supported by Positive Steps Progression Officer, NEET Co-ordinator
- Progression Officer, TYS and Positive Steps support and intervene in cases where students have no September Destination

The Rochdale Entitlement: Pedagogy and Curriculum

- There are cross phase curricular events which are part of a planned programme between Pre-16 and Post-16 providers
- There is a two way dialogue and discussion between Pre-16 and Post-16 providers about similarities and differences in the curriculum
- There is a common understanding of what process is expected from Year 11 and Year 12 students across the core subjects
- There is discussion and acceptance of alternative interpretations of levels of attainment
- There is a common language for discussing teaching and learning across KS4 and Post-16 provision
- There is an appreciation of the differences and similarities in Pre-16 and Post-16 providers approach to teaching and learning
- Differences in teaching and learning are recognised and celebrated
- Work Experience and/or Work Related Learning is provided for KS4 learners and linked as far as possible to the Transition to Post-16 provision
- Quality information is provided to parents and carers about teaching and learning and how it may change and develop as learners move from KS4 to Post-16 education
- Policies on teaching and learning are shared across phases
- There are opportunities for shared lesson observations and team teaching
- Students are actively prepared to meet new ways of working

How transition affects pedagogy at BLC

- Opportunities to experience taster sessions/days with Post-16 providers are available to KS4 students
- Post-16 providers are made aware of our various vocational options and behaviour expectations and management
- Progression from KS4 to Post-16 is underpinned by experiencing cross curricular activities linked to Preparation for Working Life

- Quality of work in core and vocational subjects is monitored in order to allow progression from EL to L1 in preparation for transition to Post-16 provision
- Common language is used when discussing T&L with Post 16 providers by means of Transition Plans, LDA's and Verbal and Preferred Learning Styles
- The quality of information for Parents and Carers relates to the changes in working environment, self regulation, options and choices, course details, enrichment activities and money management etc in preparation for Post-16 provision
- Opportunities for shared lessons are included where possible i.e. in Preparation for Working Life and H & S

Best Practice

- Joint planning of identification of learning needs and planning of intervention programmes
- Teachers in each phase have detailed knowledge of respective assessment, tracking and target setting processes in the other phase
- There are joint training programmes and professional development opportunities on teaching skills for staff in Pre-16 and Post-16 providers
- There is a common approach to learning environments
- Students are taught about financial capability, application skills and the local labour market at KS4
- Students are prepared for new ways of learning Post-16
- Students are empowered to actively contribute to the transition process and are viewed as active participants, suggesting improvements and identifying barriers to successful transition
- Students understand their Preferred Learning Styles and can talk confidently about this to their new learning providers

Examples of best transition practice at BLC

- Curriculum planning between Pre and Post-16 providers is done by review and advising new providers of student needs to allow progression for Post-16 learners
- Common approach to learning environments is in place in Vocational subjects such as matching start finish times of Post-16 providers, encouraging students to manage own behaviour etc.
- Financial capability, application skills and Local LMI are in place via PHSE and Preparation for Working Life sessions for KS4 supported by Progression Officer, Post 16 Workforce Manager information and Positive Steps Advisor
- Students are prepared for new ways of learning Post 16 by attributes closely linked to FE, Training in our Vocational courses
- All Year 11 students are offered advice and guidance by Positive Steps PA and Progression Officer on receipt of GCSE Grades

- Students actively contribute to their transition plans through EHC Plans, Careers interviews interviews and Action Plan production during KS 4 in order to overcome barriers to successful transition supported by Progression Officer
- Students are able to discuss preferred learning styles during supported interviews accompanied by Progression Officer

Appendix 1

Information Advice and Guidance and RPA

The Education and Skills Act 2008 increased the minimum age at which young people in England can leave learning, requiring them to continue in education or training to 17 from 2013 and to 18 from 2015.

In the Spending Review announcement and the White Paper *The Importance of Teaching*, the Government made it clear its continued commitment to raising the participation age, through reductions in the provision cost per learner will need to be secured. The White Paper also announced the Governments intention to legislate to allow the enforcement process to be introduced progressively over a longer period (Currently under review). The rationale is to ensure that enforcement powers cannot be used inappropriately, particularly in the set up phase and that Local Authorities develop ways of implementing RPA with minimal need for enforcement. The first young people affected are currently in Year 9 (academic year 2010/11). They will be the first required to stay in education or training until they are 17. Young people currently in Year 8 will be required to continue until 18 in 2015.

RPA Legislation

The Duty on young people

Young people will be required to participate in learning until their 18 birthday or until they achieve a full Level 3 qualification (the equivalent of 2 A levels) whichever is sooner. They will be able to participate in a number of ways:

- Full time education (school, college or home education)
- Work based learning (such as Apprenticeship)
- Part time accredited education or training for 280 hours per year (one day per week equivalent) if they are employed, self employed or volunteering for more than 20 hours per week

The duty on the Local Authority

The local authority will be require to:

- Promote the effective participation in education or training of the young people in their area
- Make arrangements to identify young people not participating (to maintain a tracking system)

The duty on Learning Providers

Learning providers (including School) will be required to:

- Promote good attendance of 16 and 17 year olds
- Inform Local Authority support services if a young person has dropped out of learning, so that the young person can be contacted swiftly and offered support

The duty on employers

- The vast majority of 16 and 17 year olds work for less than 20 hours per week or less than 8 weeks in a row so there will be no requirements of employers in these circumstances
- Where they are not providing accredited training, an employer taking on a 16 or 17 year old for more than 20 hours per week for more than 8 weeks will be required to:
 - Check the person evidence that they are enrolled in some part time accredited training before they start work (a letter from the provider)
 - Agree reasonable hours of work so that the young person can access training, for the equivalent of a day a week
 - Employers are not responsible for monitoring the young persons attendance nor do they have to pay for the learning or wages of the young person when they are not in work

- If an employer is in breach of these duties, the Local Authority would ultimately have powers to enforce them (currently under review)

Education Bill Legislation Announcements

The Education Bill, published on the 26th January 2011, changes the duties on schools and Local Authorities. As far as Local Authorities are concerned, the general duty to provide services to encourage, enable or assist young people to remain in education and training (section 68 *Education and Skills Act 2008*) remains but the Secretary of State no longer has the power to direct local authorities to provide particular services or to provide the services to particular individuals (section 69 of the *Education and Skills Act 2008* is repealed). The local delivery of the Connexions service providing careers information advice and guidance rests on this power and the guidance provided. The Bill amends the 1977 *Education Act* and requires schools to provide independent careers guidance to all pupils but the requirement to provide a programme of careers education is repealed. Careers guidance must be presented in an impartial manner, must include information on 16-18 education and training, including apprenticeships and must promote the best interests of the pupil who receives it. To be independent, the advice must be provided by someone other than employee of the school. The provisions of the Bill apply to maintained secondary schools, special schools and pupil referral units. The Government intends to apply the same provisions to academies through funding agreements. The Bill allows for the Secretary of State to require through regulations, that further education colleges also provide careers guidance.

My Course My Future

My course my future is the Greater Manchester area-wide prospectus for all young people aged 14-19, parents/carers and practitioners. It contains information on courses across Rochdale Borough which Schools, Sixth Form Colleges and Work Based Learning Providers are offering. It also details the other nine Greater Manchester Local Authority offers (Bury, Bolton, Manchester, Oldham, Salford, Stockport, Tameside, Trafford and Wigan. Apart from the courses, the prospectus contains useful advice and information about choices and pathways, money, travel, disabilities and access, jobs and careers, help with CVs, parental/carer information, resources and Raising the Participation Age. www.mycoursemyfuture.com/rochdale

Parent and carer information

Standard 7 from the *Quality Standards for Young Peoples' Information, Advice and Guidance* says 'parents and carers know how information, advice and guidance services can help their children and know how these services are accessed'.

This standard forms part of the bronze level of the Greater Manchester *Inspiring IAG Award* which Rochdale schools, colleges, work based learning providers and other partners are working towards, or have achieved.

Parents and carers can also access information via a variety of sources.

- Positive Steps Rochdale – <http://www.positive-steps.org.uk/>
- Online prospectus – www.mycoursemyfuture.com/rochdale
- RMBC Website – www.rochdale.gov.uk/educationandlearning.aspx
- Rochdale Apprenticeships Brochure – <http://rochdaleapprenticeships.aspirecreative.co.uk>
- Rochdale Sixth Form College – www.rochdalesfc.ac.uk
- Hopwood Hall – www.hopwood.ac.uk/information/parents-entitlement/
- School Websites
- School Parent Forums
- Department for Education – www.dfe.gov.uk