

# Young People's Education and Skills Board

Meeting to be held on 23 June 2022 at 1400

Gail Tolley, Strategic Director Children and Young People, London Borough of Barnet, representing the Association of Directors of Children's Services (ALDCS) in the Chair

**Location:** Online via Microsoft Teams

**Contact Officer:** Peter O'Brien

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## Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising - For decision
4. Key changes in government policy (SEND Green Paper and Schools White Paper / Schools Bill) - For discussion/ decision  
**Paper – Caroline Dawes**
5. General Policy Update and Performance Report - For discussion / action  
**Paper – Peter O'Brien**
6. Review of the Education and Skills Funding Agency - For information  
**Verbal update – Tony Haines**
7. Action Plan - Progress - For decision / action  
**Paper – Peter O'Brien**
8. Any other business

**Date of next meeting: 20 October 2022 at 1400 (online)**

# Minutes

## Young People's Education and Skills Board meeting

**Date** 17 February 2022    **Venue** Online

**Meeting Chair** Councillor Nesil Caliskan, London Councils Executive Lead on Skills and Employment

**Contact Officer:** Peter O'Brien

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### Attendance:

#### *Members:*

Councillor Nesil Caliskan	CHAIR, Leader, Enfield Council and London Councils Executive Member for Skills and Employment
Anthony Haines	Senior Manager, FE Territorial Team – London and South-East, Education and Skills Funding Agency (ESFA)
Ben Anderson	Community Manager, Landsec, London Economic Action Partnership (LEAP) – Board Member
Gail Tolley	Strategic Director for Children and Young People, London Borough of Brent representing the Association of London Directors of Children's Services (ALDCS)
Jazz Bhogal	Greater London Authority (GLA), representing the Deputy Mayor of London (from item 7)
Josie Todd	Greater London Authority (GLA)
Mary Vine Morris	Director, London Region, Association of Colleges (AoC)
Michael Heanue	Principal Policy Officer, Greater London Authority (GLA), London Economic Action Partnership (LEAP) – Officer

Rebecca Durber	Regional Engagement Manager, Association of Employment and Learning Providers (AELP)
Dr Sam Parrett OBE	Group Principal and CEO, London and South East College Group, representing the Association of Colleges (AoC) – General Further Education
Sarah Hernandez	Group Partnership Manager, Department for Work and Pensions (DWP)
<i>Officers:</i>	
Peter O'Brien	Regional Manager Young People's Education and Skills (YPES), London Councils
<i>Apologies:</i>	
Professor Graeme Atherton	Head, Centre for Levelling Up and Director of National Education Opportunities Network, University of West London
John Prior	Principal, Orchard Hill College, representing NATSPEC
Yolande Burgess	Strategy Director, London Councils

## **1. Welcome and introductions**

- 1.1 The Chair opened the meeting, invited those in attendance to introduce themselves, welcomed new members to their first meeting and accepted apologies for absence and lateness.

## **2. Declarations of Interest**

- 2.1 No interests were declared.

## **3. Notes of the last meeting**

- 3.1 These were agreed. All actions arising from the meeting had been taken.

## **4. Policy Update**

- 4.1 Peter O'Brien talked about the December – January Policy Update that had been circulated in parallel with the Board papers and the summary paper, which also covered the Levelling Up White Paper and the associated government announcements made in February.
- 4.2 In the ensuing discussion, Board members

- Noted with regret that the Levelling-Up White Paper didn't attract new funds to support its implementation and it repackaged funding that had already been announced. The meeting felt that it was unfortunate that the opportunity hadn't been taken to revise or review funding of Apprenticeships.
- Thought that some of the metrics were open to interpretation.
- Believed that the outline plans for the UK Shared Prosperity Fund (UKSPF) represented a significant risk for London – its learners and provider-base in particular – when it was feared that unemployment among 16 to 24 year-old Londoners will get worse in the immediate period. A reduction in the overall funding level compared with existing programmes, differing priorities and discontinuity between the current programme and UKSPF contributed to these risks
- Strongly expressed the importance of partner organisations – principally the GLA and London Councils - working collaboratively through the Young People's Education and Skills Board on decisions impacting on 16 to 18 year-olds' education and training. A paper setting out how London Councils is lobbying for London, influencing decisions and working with partners (such as the Association of London Directors of Children's Services and the Association of London Directors of Adult Social Services) would help the Board contextualise its response to the Levelling-Up White Paper

**Action: Peter O'Brien to liaise with colleagues in London Councils, Cllr Caliskan and Young People's Education and Skills Board members to produce a paper summarizing the collective effort on lobbying for London.**

## **5. Performance Report**

- 5.1 Peter O'Brien spoke to the paper, which referred to a more detailed document published on the internet and that will be updated regularly. He highlighted the evidence showing the relationship between education, Free School Meals and intergenerational poverty. He also talked about the latest September Guarantee figures for London
- 5.2 In response, Board members:
- Were advised that detailed analysis is available through Intelligent London.
  - Noted the figures on the September Guarantee.

- Heard from Mary Vine-Morris about a shift in enrolments from colleges to sixth-forms, with inherent threats to student retention and reduction in capacity within London's FE sector. Questions about progression then arose.

**Action: Peter O'Brien to correspond with Ben Anderson about progressions from key stage 5**

## **6. Young People and Recovery**

6.1 Josie Todd from the GLA spoke about the London Recovery Board's discussions and the actions taking forward the Recovery Programme, including the launch of Mentoring Programme, the formation and on-going development of the Youth Recovery Board (including the possibility of a holding a 'Youth Summit' this year).

6.2 Board members:

- Agreed that getting the right quality standards in place was the priority for the mentoring programme
- Referred to other elements of the Recovery Programme's New Deal for Young People mission and asked for further information about how these aligned with other initiatives, such as those involving anchor institutions.

**Action: Josie Todd to provide a link to the London Recovery Board's paper on youth recovery and other supporting links.**

**Post-meeting note:** The Youth Opportunities Paper was item 5 on the agenda of the [London Recovery Board meeting held on 1 December 2021](#). Further information about the Youth Recovery Board is available [here](#).

## **7. Action Plan Progress**

7.1 Peter O'Brien introduced a paper that outlined the work taken to implement the Annual Plan and the future plans of the team and Operational Sub-Group, which the Board accepted.

## **8. Any Other Business**

8.1 Michael Heanue provided an update on developments within adult education and skills in London, including expansion of the Mayor's academies programme; the finalisation of the London Skills Roadmap; briefing MPs about the Skills and Post-16 Education Bill, Bootcamps and Multiply. A strategic overview of work-based and work-related learning, aimed at newly elected councillors and portfolio holders, was being considered for the summer.

- 8.2 Tony Haines said that the results of a review into the ESFA had been published and it was agreed that Tony would present on this at the next meeting.
- 8.3 Sam Parrett mentioned the government's SEN Review, which was still awaited, and asked if this could be discussed at a future meeting of the Board. This was agreed.
- 8.3 Dr Parrett also referred to plans for 'Elite Sixth Forms' and reports that these were being introduced despite opposition by the local authority. Board members shared their experience and knowledge about these moves in London and noted that there is a London-wide School Places Planning Group that could help identify supply and demand issues and the anticipated impact of population projections.
- 8.3 Jazz Bhogal explained how the GLA would provide strategic support to the education and training system in London through lobbying and convening different interests in the sector. The priorities included SEN, early years and the transition to primary schools and children's health.
- 8.4 In response to a question, it was stated that the first meeting of the Pan London Supported Employment Board was deferred due to pressures on NHS colleagues. The first meeting is now scheduled to take place in June.
- 8.4 Peter O'Brien said that Board members will be asked to consider whether they wanted to move the meetings to an in-person only, a 'hybrid' format, or to remain on-line only.

**Actions:**

**Tony Haines to provide an update on changes in the DfE and ESFA at the next meeting**

**Peter O'Brien to liaise with colleagues in London Councils and other Young People's Education and Skills Board members to provide the next Board meeting with an assessment of the supply of and demand for places**

**Peter O'Brien to ensure that the Board has an opportunity to discuss the government's SEN Review when it is published.**

**Peter O'Brien to consult Board members on the future format of meetings.**

**9. Date of the Next Meeting**

The next meeting will be held on 23 June 2022 at 1400.

# Young People's Education and Skills Board

Item 4

## Key changes in government policy (SEND Green Paper and Schools White Paper / Schools Bill)

**Date** 23 June 2022

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<b>Summary</b>	This paper provides a summary of major policy developments – the Schools White Paper and Schools Bill and the SEND / AP Green Paper – highlights other related policy decisions and draws attention to potential issues for London.
<b>Recommendation</b>	The Board is asked to discuss the topics raised in this paper, flag issues of concern and contribute suggestions for inclusion on a response to the consultations that are currently being conducted.

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## 1 Background

- 1.1 In our monthly Policy Updates, we have charted the evolution of government education policy. This paper summarises the most recent developments and points to the implications for London.
- 1.2 A useful starting point is to recap on the timeline of events
  - Since his appointment in September 2021, the Secretary of State for Education, Rt Hon Nadhim Zahawi MP has made clear that he prioritises pupils attendance, attainment of expected standards in the earliest stages of education and excellence throughout the education system in England. These priorities are consistent with the government's election manifesto and build on its track record since 2010.

- These priorities were also emphasised in the government’s Spending Review (October 2021); the Levelling Up White Paper and its metrics associated with education (February 2022) and Spring Budget Statement (March 2022)
- The government published the Schools White Paper, Opportunity for All, on 28 March 2022 to demonstrate how this agenda would be taken forward.
- The Queen’s Speech signalled the government’s intent to introduce a Schools Bill in the current legislative year to implement the reforms outlined in the Schools White Paper.
- Schools Bill was introduced in the House of Lords and received its first reading on 11 May 2022 (at the time of writing this paper, the Bill is being considered at Committee Stage in the Lords).
- Having started a review of the national system for children with Special Educational Needs and / or Disabilities (SEND) in 2019, the government published the results in a Green Paper, SEND review: right support, right place, right time, on 28 March 2022. Aspects of the Green Paper are open for consultation until 22 July 2022.

## **2 Purpose or Context**

- 2.1 The purpose of this paper is to outline the policy changes, show their interdependencies and point to the key issues that would need to be addressed when taking them forward in London.

## **3 Inclusion as a common theme**

- 3.1 The drive for inclusion explicit in Opportunity for **All** (our emphasis) means that the changes being consulted upon in the SEND Green Paper are a specific application of the government’s overarching policy ambition. This ambition reads through the Green Paper and because of this synergy, this paper considers these two significant policy papers in tandem.



#### **4 Schools White Paper, “Opportunity for All: strong schools with great teachers for your child”**

4.1 The White Paper sets out the government’s ambition for a school system that helps every child in England to fulfil their potential. The White Paper also defines the roles and responsibilities of all those involved in the system, including the role of councils, and sets out how they plan to ensure councils have the right powers to deliver in their role at the heart of the new system. The government has also announced it will be giving councils powers to set up their own multi-academy trusts (MATs).

4.2 In summary, the White Paper:

- recommits the government to achieving a fully academized schools system.
- expresses targets (consistent with the Levelling-Up ambitions) that, by 2030, 90 per cent of children will achieve expected standards in English reading, writing and maths by the end of primary school (the baseline in 2019 is 65 per cent) and the average grade in English language and maths GCSE will rise to 5 (a ‘strong pass’) compared with 4.5 in 2019.
- introduces other measures aimed at ensuring consistency in the system and raising standards, which affect school admissions; behaviour, attendance and absence; oversight, accountability and intervention; curriculum support; and teacher and school leader development.

4.3 To fund implementation, Education Secretary Nadhim Zahawi has pointed to the DfE Spending Review settlement, which has increased core school funding through to 2024/25, and dedicated education recovery funding now standing at around £5 billion.

4.4 Although affecting pre-16 education, these proposed changes and targets are relevant to the 16 to 18 phase as there is considerable evidence to show that disparities in performance at key stage 5 have their origins in earlier stages in education.

4.5 Alongside the Schools White Paper, the Secretary of State also announced:

- the government’s response to a consultation on the National Funding Formula.
- the government is removing the ability of local authorities to implement adjustments to the national formula.
- a new consultation on school improvement

4.6 The Schools Bill, which proposes to legislate for changes and powers set out in the Schools White Paper was introduced into the House Of Lords on 11 May, it received its second reading on 23 May and is currently at Committee Stage.

4.7 Among the measures the Bill would introduce are:

- The Education Secretary would have new powers to close or tackle failing Multi-Academy Trusts
- Ofsted would have more power to inspect illegal schools.
- Private schools could have registration suspended if there are concerns over pupil safety.
- A national system for fining parents over pupil absence would be introduced.
- School attendance policies would be mandatory.
- A register of home-educated children to be maintained by local authorities would be established.
- Teacher misconduct cases would be extended.

4.8 The government also published the Implementation Plan for its reform programme introduced in the Schools White Paper.

## **5 SEND Review and the SEND and Alternative Provision (AP) Green Paper: “SEND Review: Right Support, Right Place, Right Time”**

5.1 The government introduced a Green Paper on reform of the system for children and young people with Special Educational Needs and Disabilities (SEND). The Green Paper (SEND Review: Right Support, Right Place, Right

Time) – which indicates that the government is still taking views into account (by 22 July)– follows from the review of the national SEND system that was undertaken in 2019.

## 5.2 The Green Paper proposes:

- Setting new national standards across education, health and care to build on the foundations created through the Children and Families Act 2014, for a higher performing SEND system.
- A simplified Education, Health and Care Plan (EHCP) through digitising plans to make them more flexible, reducing bureaucracy and supporting parents to make informed choices via a list of appropriate placements tailored to their child's needs, meaning less time spent researching the right school.
- A new legal requirement for councils to introduce 'local inclusion plans' that bring together early years, schools and post-16 education with health and care services, giving system partners more certainty on who is responsible and when.
- Improving oversight and transparency through the publication of new 'local inclusion dashboards' to make roles and responsibilities of all partners within the system clearer for parents and young people, helping to drive better outcomes.
- A new national framework for councils for banding and tariffs of High Needs, to match the national standards and offer clarity on the level of support expected, and put the system on a financially sustainable footing in the future.
- Changing the culture and practice in mainstream education to be more inclusive and better at identifying and supporting needs, including through earlier intervention and improved targeted support.
- Improving workforce training through the introduction of a new SENCo NPQ for school SENCos and increasing the number of staff with an accredited level 3 qualification in early years settings.

- A reformed and integrated role for alternative provision (AP), with a new delivery model in every local area focused on early intervention. AP will form an integral part of local SEND systems with improvements to settings and more funding stability.

5.3 The proposals are backed by new funding to implement them, worth £70 million. This will build on the £9 billion government investment in local authority high needs budgets next year and £2.6 billion for new places for children with SEND over the next three years.

5.4 Taken together, this is a significant, transformational investment for children who need the most support, sitting alongside recent increases to the respite and Supported Internship programmes, as part of measures to invest in the SEND system and in helping children achieve.

## **6 Other factors**

6.1 The Skills and Post-16 Education Act received Royal Assent on 28 April 2022 and has now come into effect. Although the government made some concessions to ensure that its Bill completed the legislative process, it has nonetheless proceeded to de-fund Applied General Qualifications (including BTECs) that overlap with T levels. More than one in five 16 to 18 year-olds in London took Applied General Qualifications in 2021. Experience of the first waves of T levels suggest that most students who have followed that route would previously have pursued A levels and the numbers taking Applied General Qualifications have not reduced to the extent that the government forecast. As the skills curriculum offer is being defined by new Local Skills Improvement Partnerships, it is unclear how the next phase in the reform of schools will align to these developments. Schools will want to be able to offer a broad curriculum to their sixth-form students and may need to manage a complex set of relationships and funding rules to enable them to do so. There is a considerable risk that students will be tracked into either a skills or academic route by 16 – possibly even younger – and may find it difficult to change course if they need to do so.

- 6.2 The situation could possibly be compounded by demographic changes. Reduced birth rate and a drop in inward migration have combined in recent years to reduce demand for places in both primary and secondary schools. This has not yet worked through to provision for 16 to 18 year-olds, where there is still pressure on places and will be for two to three years. Structural changes to the education system in London and centralisation of the funding system still further are unlikely to provide flexibility to introduce appropriate solutions to potential over-supply of places in different localities and there is a risk of both opacity in decision-making and a deficit in accountability.
- 6.3 Ofsted has recently introduced new frameworks for inspecting institutions for which it is responsible. It is also consulting on a new approach to Area SEND Inspections (closes 11 September 2022), which may change further in the light of legislation following the end of the consultation period for the SEND Green Paper. There is a risk that discontinuity between the area and institutional inspection frameworks could inadvertently hold London boroughs accountable for decisions they are not empowered to make.

## **7 Conclusions**

- 7.1 There are many aspects of the changes that are being proposed that have been welcomed within the education sector and across the political divide, for example on the proposals around home education.
- 7.2 London's education and training system is a 'mixed economy' – in some boroughs all or virtually all school sixth-forms are already academies, and they attract the majority of 16 to 18 year-olds. In other boroughs most schools remain Grant Maintained and they have repeatedly stated that they wish to remain so. It is uncertain whether joining Local Authority Multi-Academy Trusts will prove any more appealing, or even whether there is an appetite in all boroughs to take on this role.
- 7.3 In most boroughs, schools (Grant Maintained or academies) operate alongside Sixth-Form Colleges and / or General Further Education Colleges. Other providers, including Apprenticeship providers, add an essential element to London's overall curriculum offer (and although this aspect of

delivery has remained relatively low for some time, its growth is a vital aspect of London's recovery). For this provision, the alignment of skills and education / training is of vital importance.

- 7.4 Some commentators have argued that the government has not sufficiently proved its case that further structural reform and changes to the funding system will necessarily provide the improvements that are needed. This is equally true of assessments made of the proposals for SEND provision and AP – here London benefits considerably from many excellent specialist colleges and other providers. These institutions, generally smaller than more general providers, may find the system more difficult to navigate than at present.

## **8 Recommendation**

- 8.1 The Board is asked to discuss the topics raised in this paper, flag issues of concern and contribute suggestions for inclusion on a response to the consultations that are currently being conducted.

# Young People's Education and Skills Board

## General Policy Update and Performance Report

Item 5

**Date:** 23 June 2022

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**Summary** This paper provides the Board with a general summary of policy developments, research and statistics relating to 16 to 18 education and training.

**Recommendation** The Board is asked to note, discuss and comment on the content of this report

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## 1 Purpose

- 1.1 This paper provides an overview of the policy developments, research and statistics that are relevant to 16 to 18 education and training in London and have been published during March to May 2022. Further information is included in our monthly Policy Updates and Performance Report.

## 2 Context

- 2.1 Major policy developments that require more detailed scrutiny by the Board are included in Paper 4.

## 3 March and April 2022

- 3.1 Although the Board has been provided with a separate paper on the government's major policy announcements, it is nonetheless worth noting how these developments dominated discussion within the sector during the period of the local elections' campaign. We did not publish a Policy Update during this period and reported on proposed changes after the results were declared, even though many of these developments were anticipated. In our

combined March and April update, we also reported on the labour market for young people and on mental health. Studies on these themes in particular confirmed that these are still areas of concern, while reports about careers education, information, advice and guidance showed that this remains an important feature of London's education and training system that requires attention.

## **4 May 2022**

- 4.1 May saw the Queen's Speech, which introduces the government's legislative programme for the Parliamentary Year ahead. In addition to the Schools Bill, our Policy Update reported on other proposed legislation that would have an effect on London's education and training system for 16 to 18 year-olds. We will continue coverage of the Bills' passage through Parliament in coming months.

## **5 June 2022**

- 5.1 So far in June, there has been a report by the Education Policy Institute on 'stuck schools' (schools that have had modest inspection results and mid-range student outcomes for some time), further consultations on policies announced in the Schools White Paper (for example, on the National Funding Formula) and more spending on sixth-form provision in education opportunity areas as part of the general policy of 'levelling-up' (that is, areas outside of London) – and there are more statistics that we will include in our June Policy Update.

## **6 Performance Report**

- 6.1 A large volume of statistics has been released these include:
- Fortnightly attendance figures.
  - The annual statistical analysis of school capacity published by the DfE reports on the position in 2020 to 2021 and confirms forecasts that suggest demand for primary school places will peak in 2021 to 2022 and then decrease (the decrease is attributed to a decline in the birth



rate since 2012), while they expect demand for secondary school places will rise until 2025 to 2026 and then level off. This is due to the increase previously seen in primary pupil numbers continuing to move through the secondary phase. Please see also Local authority school places scorecard 2021.

- The DfE publication Outcomes for children in need, including children looked after by local authorities in England for the year 2021 shows that the proportion of children in need eligible for FSM has seen the biggest increase during the pandemic than at any time over the last five years. Disparities in attendance and achievement by this group are also evident in this report. This is with the backdrop of a reduction in median household income and an increase in the proportion of children in combined low income and child material deprivation (though these findings come with a caveat about making comparisons with data relating to the pre- and post-pandemic periods).
- The official estimates on people aged 16 to 24 not in education, employment or training (NEET) suggest that the level of NEET has fallen below the pre-pandemic rate nationally. Monthly official labour market statistics confirm this position, though it is worth noting that there had been concerns about the condition of the youth labour market before the pandemic. Please also see Young people NEET, UK (May 2022) and Youth unemployment by socioeconomic background 2014 to 2021.
- The government's annual publication on absences shows that the overall absence rate for pupils eligible for free school meals (FSM) was more than double that of their peers who are not eligible for FSM.
- The provisional detailed figures for A levels and other 16 – 18 results in 2021 showed that London had the highest average point score per A level entry when compared with the other English regions (more than 20 per cent of students studied Applied General Qualifications).
- Provisional figures on GCSE, AS and A levels entries for the summer 2021 exam series were also released.

- Education, health and care plans: England 2022 provided statistics on the number of children and young people aged up to 24 with a statement of SEND or education, health and care (EHC) plan in England.

6.2 Other statistics most directly related to young people's education and skills are:

- Outcomes by ethnicity in schools in England
- Post-16 education and employment outcomes of children in need
- Graduate Outcomes (Longitudinal Educational Outcomes (LEO))
- Further Education skills index, which provides data about the FE system's added-value.

6.3 Further analysis of official statistics can be found in Intelligent London, while our own Performance Report includes interpretation of what these figures mean for London and how they inform policy priorities (this will be updated later this month).

## **7 Recommendation**

7.1 The Board is asked to note, discuss and comment on the content of this report

# Young People's Education and Skills Board

## Action Plan - Progress

Item 7

**Date:** 23 June 2022

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**Summary** This paper provides the Board with the progress being made against the ambitions and targets set out in the annual plan for academic year 2021 to 2022.

**Recommendation** The Board is asked to discuss the points raised in this paper and suggest further actions

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## 1 Background

- 1.1 This paper provides the latest details of the progress being made on the Annual Plan for 2021 to 2022.

## 2 Context

- 2.1 The Operational Sub-Group (OSG) is our main means of taking forward the Annual Plan. The OSG comprises officers responsible for 16 to 18 year-olds' education and skills in London, together with officers from the Greater London Authority (GLA) and the Education and Skills Funding Agency (ESFA).
- 2.2 The Young People's Education and Skills Team at London Councils also works in partnership with other stakeholders and provides a link between the Young People's Education and Skills Board and the work of other organisations and networks impacting on 16 to 18 year-olds in London.

### **3 16- to 18-Year-olds who are not in education, employment or training (NEET)**

3.1 Although the overall level of NEET and those whose status is not known to their council remains relatively low in London, there are some boroughs recording much higher rates than most. Every effort has been made to share effective practice and to enable borough officers to adapt successful measures to suit local circumstances. This work has led to some significant improvements. The OSG, however, has expressed concerns that there is a threat that the number of NEET 16- to 18-year-olds will increase in the near future. This is because:

- Arrivals from Ukraine lack the credentials to progress their education after the age of 17 (the compulsory participation age in Ukraine).
- Provision supporting those at risk of becoming NEET so that they continue in learning and helping those who have become NEET to re-engage with learning, having been funded previously through the European Union, will come to an end before alternative funding can be arranged.
- Some council officers reported that they may not be able to maintain the level of tracking of 16 to 18 year-olds in their borough as anticipated funding reductions come into effect.

3.2 Borough officers have also expressed some concern about a possible increase in the number of 16 and 17 year-olds whose activity is not known by their council.

3.3 Some boroughs are involved in working groups established by the DfE to develop a consistent approach to Risk of NEET Indicators, which is expected to result in guidance that is scheduled to be published in autumn 2022.

### **4 Youth Offending Teams**

4.1 The OSG received a presentation from Islington about how the council's education / participation team and youth offending team (YOT) worked closely together and are jointly delivering projects to reintegrate young

people into mainstream employment, education and training. Islington's staff have continued to provide information and support to boroughs seeking to refine their approach to working with YOTs, which has been greatly appreciated.

- 4.2 We have also provided input to discussions with the Youth Justice Board on the theme of supporting over 16s into education and training.

## **5 Special Educational Needs and / or Disabilities (SEND)**

- 5.1 An increase in the number of 16 to 24 year-olds with SEND has been raised as an issue at the OSG, together with a larger proportion of those requiring an Education, Health and Care Plan (EHCP) and being assessed as having high needs – with the associated financial implications.

## **6 Recovery: New Deal for Young People (Mentoring) and Careers Education, Information, Advice and Guidance**

- 6.1 The OSG received an update from the Greater London Authority (GLA) on the Mentoring Programme and Framework, developed as part of the New Deal for Young People recovery mission and the Careers Hubs programme. Borough representatives on the OSG asked to be more closely involved in conceptualisation and design of programmes so that overlaps can be minimised, and managed, and greater coverage of London achieved by projects commissioned by the GLA.

## **7 Green Skills**

- 7.1 The OSG also received a presentation about the Sub-Regional Partnerships' research and reports on Green Skills and offered to assist in taking the recommendations forward.

## **8 Refugees: Afghanistan and Ukraine**

- 8.1 Together with the OSG, the team at London Councils has been closely involved in the efforts to ensure arrivals from Afghanistan and Ukraine aged

16 to 18 have opportunities to continue their education and progress to their chosen outcomes.

## **9 Other Work**

- 9.1 The Young People's Education and Skills Team at London Councils is now more closely integrated with other stages of learning within a new Children, Education and Young People Division, providing additional connections between the Young People's Education and Skills Board's discussions and decisions and the broader sector.

## **10 Future Work**

- 10.1 In the meetings before the next Young People's Education and Skills Board, it is proposed that the OSG should discuss:
- Reducing NEET and 'not known' 16 to 18 year-olds / guidance on Risk of NEET Indicators.
  - Care leavers, virtual schools and care leaver transitions.
  - Housing and homelessness among 16 to 18 year-olds
  - Achievement and destinations data
  - Anti-racism in schools
- 10.2 It is proposed that the next Young People's Education and Skills Board meeting (20 October) discusses the following major topics in addition to normal business:
- The London Youth Offer and the Care Leavers Compact.
  - Places planning.

## **11 Preparation of the Action Plan for 2022 to 2023**

- 11.1 As the Board agreed a comprehensive set of documents as part of last year's plan, it is proposed that this year's plan should be a short update. This will be provided for the Board's approval at the meeting on 20 October.

## **12 Recommendation**

- 12.1 The Board is asked to discuss the points raised in this paper and suggest further actions.