

6.5 Lyn Exley, PCC's Post 16 Education Adviser shared a consultation copy of the 'post-16 curriculum plan for 16-19 year olds and up to 25 young people with special educational needs for the academic year 2013/14 and 2014/15 (Version 4)'. The report's appendices outlined the exact provision of vocational courses, traineeships, academic courses and the identified gaps in provision for you people. Also it outlines organisations that work with young people and support access to an engagement with education, training or employment in the local area. Local schools would be asked to sign up to this document prior to the seminar for schools and providers on 8 May 2014 ready for discussions on implementation.

5.1.1 Over Provision Identified:

- A Levels - there was a concern that with the growth in availability it will be difficult for the providers to offer a full range of subjects with sustainable student numbers which might have an impact on the offer to young people after they have begun their programme.
- Some BTECs - poor progression opportunities beyond one year courses have been identified as an issue where numbers on courses within an individual provider, may not enable progression to a full two year programme and therefore limit progression to higher education and employment.

5.1.2 This may lead to further discussion with the colleges regarding the need to pool for certain A Levels or BTECs to give provision for these courses. This would help address the risk when starting the first year of a course that the second year may not be viable and enable students to complete their course.

5.1.3 Insufficient Provision and/or Gaps in Provision

The identified insufficient provision particularly for work based programmes such as Traineeships and Apprenticeships is not about the lack of post 16 providers able and willing to offer the identified provision. There are a range of reasons but predominantly it is dependent on the ability to find employers willing and able to offer work experience, internships and employment as required by these programmes. This is as much a problem below level 2 as it is at level 3 and level 4.

- Vocational programmes at entry level across a range of occupational areas to engage young people who know the vocational area they wish to study in but need significant support in English, mathematics and employability skills. Particular focus on young people who do not want to continue a classroom based form of study but want a practical environment for learning
- Further Level 1 vocational programmes to expand their availability in areas such as Retail, Outdoor Adventure, horticulture and music
- Pre Apprenticeships at entry and level 1 to reengage young people and enable progression to apprenticeships or employment with training. The growth of Traineeships may replace this as a specific gap in provision
- Traineeship, there are currently a limited number of occupational areas on offer from a limited number of providers

- Apprenticeships at Level 2 (Intermediate) which are employer led and related to local labour market needs, particularly for school leavers where this is seen as a gap
- Apprenticeships at Level 3 (Advanced) as a progression from full time education or a Level 2 Apprenticeship
- Apprenticeship opportunities at Level 2 and 3 in Art, Design and Visual Merchandising and some specific construction areas
- Apprenticeships at Level 4 (Higher) in a wider range of occupational areas to enable progression from Level 3 and meet the local labour market needs
- Bridging programmes for young people that cannot progress from a Level 2 to a Level 3 Apprenticeship. These are often 17/18 year olds who do not have the English and mathematical skills to progress to Level 3 or where the framework is not appropriate to their employment. In addition where the years work experience has ended and they cannot therefore continue in their workplace or training
- Local Portsmouth provision for Profound and Multiple learning difficulties - particularly post 19
- Specialist provision for those not ready for full time provision or at the right level with Behavioural, Emotional, Social and Difficulties (BESD)
- Specialist provision for young people with mental health issues

Insufficient Support across Current Provision

- Insufficient support for some young people where there are existing programmes but specialist help is required and without this there is a barrier to participation and continued engagement. These cover existing groups already identified above:
 - Profound and Multiple learning difficulties - particularly post 19
 - Specialist provision for those not ready for full time provision or at the right level with Behavioural, Emotional, Social and Difficulties (BESD)
 - Access to provision but because of physical or mental health problems requires part or all of the teaching outside of an educational setting
 - Significant support for young people with extreme behaviour problems on mainstream courses. They have the academic ability but require significant pastoral input as high risk behaviour can be triggered by social or emotional factors
 - High support for young people with Non-Verbal Communication who require support plus specialist input (e.g. Makaton, PECS) and consideration of safety and social needs.

5.1.4 Special Needs

There were also gaps in specialist provision for profound and multiple learning difficulties, particularly post-19 and for pupils with behavioural, emotional and social difficulties (BESD), and those young people with mental health issues. PCC's Education Department had successfully bid for funding to reduce these gaps. Highbury College gained capital funding to refurbish Arundel Street accommodation to provide high-end BESD provision from September 2014. From September 2015 Portsmouth College would have available a small facility for those with profound multiple learning difficulties.

- 5.1.5 Regarding BESD it was reported that the NEET figure for the Harbour School was approximately 50%. Special provision was desired for these students wishing to have practical/workshop courses rather than classroom learning,

however there are high costs associated with providing for this and the supervision required. Discussion with the post-16 providers and the Education Funding Agency will follow the agreement of what is needed for Portsmouth but it will also need further engagement with employers.

The other areas of support identified as a need included:

- the earlier identification of dyslexia while at school before post-16 education
- increased number and range of taster days at colleges
- increased work experience opportunities for 14-16 year olds to a wider range of vocational projects
- increased work experience opportunities for under 18s to sit alongside full time programmes or to form the basis of a learning programme where full time education is a barrier to engagement
- opportunities for information on recruitment to the police, fire service and other uniformed services
- support for learner transition from Year 11 to Year 12, then increased from Year 12 to Year 13 when there is considerable disengagement and the NEET figures increase significantly. Also from Year 13 onto higher education, apprenticeships, further education or employment.

5.1.6 Retakes

The DfE published data of GCSE English and maths retakes for the KS4 year 11 leaving in 2009/10 who had failed to achieve an A*-C grade. When completing their KS5 in 2011/12 there are major variations between colleges locally particularly for the numbers entered for retakes. Gaining a GCSE in these key subjects are seen as key for our young people both for being able to progress to a Level 3 programme or into work where employers recognise GCSEs.

5.1.7 Discussion took place as to whether those colleges with very high achievement rates may be risk adverse in entering students for these qualifications when nationally the achievement rate is 50% and this was a challenge for the project.

5.1.8 Data was given for our 4 local colleges which have the majority of our Portsmouth students. This data related to the whole cohort within the college not just Portsmouth residents and the make-up of each college will be different.

GCSE English (11/12)

	Highbury	Portsmouth	South Downs College	Havant
% Retakes registered	2%	64%	24%	83%

% Achieved	1%	34%	13%	71%
Of the students who did not enter with a Level 2 ,% who had achieved a Level 1 D-G grade	81.5%	84%	96%	94%

GCSE Maths (11/12)

	Highbury	Portsmouth	South Downs College	Havant
% Retakes registered	3%	41%	15%	68%
% Achieved	1%	18%	9%	34%
Of the students who did not enter with a Level 2 ,% who had achieved a Level 1 D-G grade	85%	88%	96%	94%