

Context

- The Young People's Learning Provision (YPLP) delivers their Education and Skills Funding Agency contract at seven Lincolnshire sites: Grantham, Lincoln, Boston, Spalding, Louth, Skegness and Ruskington. The sites are in demographic areas where the needs of the young people are.
- YPLP support young people on Study Programmes, Supported Internships and Traineeships on a roll on/roll off basis.
- YPLP offer young people (including those with high needs) who are at risk of not being in education, training or employment, programmes which promote preparation for adulthood and employability.
- In 2022/23, YPLP supported 247 young people on study programmes. Over half of these learners, 175 had an Education, Health and Care Plan and 124 were high needs funded learners. Most learners had a social, emotional and mental health (SEMH) need and struggled to engage in mainstream education.
- Learners study non-accredited units in a range of Preparing for Adulthood subjects, with employability being a key area of focus. They also study functional skills and GCSE qualifications in English and maths and can opt to study additional units that lead to qualifications.
- Learners are offered the opportunity to undertake high quality external work experience in a variety of sectors
- Some learners are expected to remain on programme for at least two years. This may be linked to their support, SEND (special educational needs and disabilities), SEMH (Social, Emotional or Mental Health) need or as part of their EHC (education, health and care) plan. Learners are provided with the opportunity to build up their skills and knowledge in English and maths but may not sit the examination in their first year in one or both subjects. These learners will be enrolled to the learning aim for an extended period and will complete build up work during their first year to support their development in each subject area. This is due to several factors, such as, the impact of COVID-19 and missed education, their SEND or SEMH need and/or their starting point for that subject area.

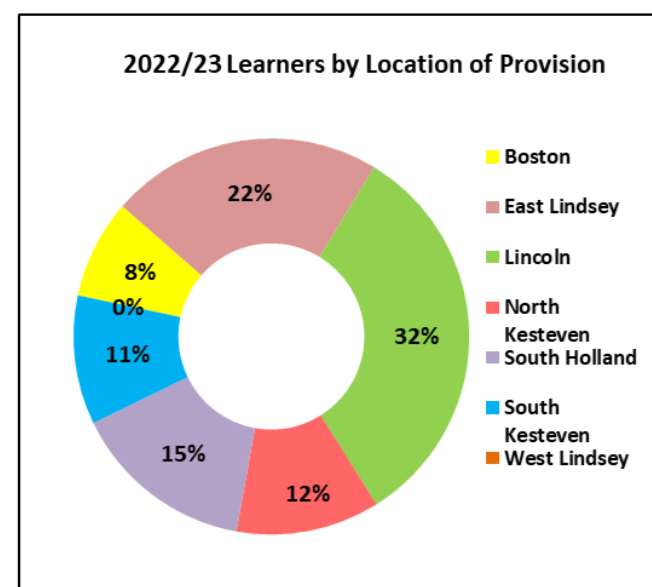
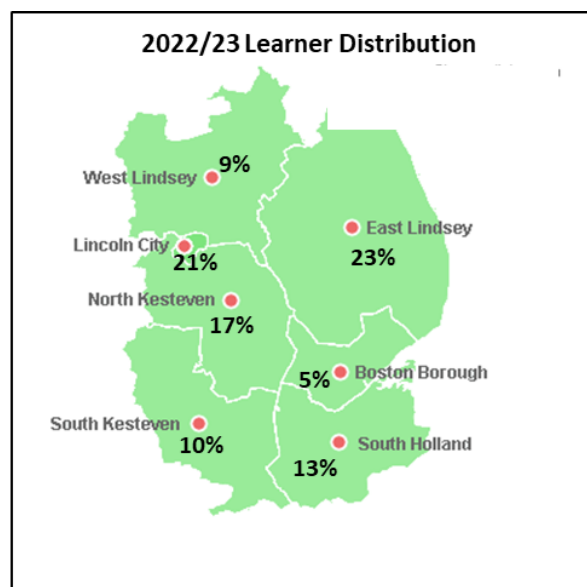
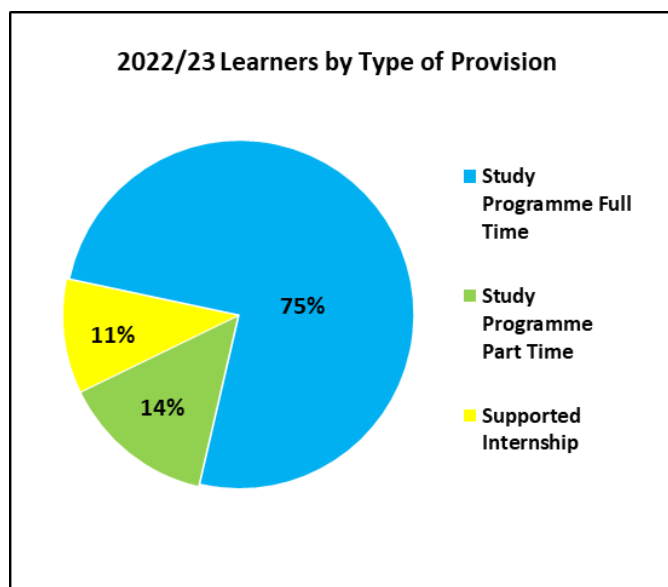
Education programmes for young people are good because:

- Learners build on prior attainment and make good progress and move on to a higher level of qualification, employment or supported internship when they are ready to do so.
- Leaders promote high expectations and aspirations of learners regardless of their background.
- Learners benefit from high-quality work placements, which reflects their career goals and aspirations and increases their opportunities for future employment.
- Learners benefit from enrichment activities such as community fund-raising activities and charitable work which increases confidence and enhances their social skills.
- Learners receive careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future.
- Learners receive high quality holistic support to continue to engage in education during difficult times.
- Learners feel safe and understand what to do if they feel that they are at risk.
- The curriculum offer supports the development of the young person and prepares them for adulthood.

Education programmes for young people need to improve further because:

- Learners struggle to pass full external Functional Skills tests at the first attempt, even though most learners are making progress in English and maths and many only achieve partial qualifications in year.
- Attendance in some areas and for a small number of learners on 16-19 Study Programmes needs to be increased. Some progress had been made towards this but due to an increase in learners presenting with significant mental health challenges, this has impacted attendance.
- Local labour market information is not fully utilised in the planning of young people's programmes.
- Increased assisted technology is not being utilised to support learners to access their personal data on the online platform, so they can further understand their own progress and development.
- There is a lack of assistive technology that offers a variety of learning opportunities and interactive resources to enable all learners the opportunity to make significant progress and increase opportunities and access to the learning environment.
- Further cpd needs to be undertaken to ensure the delivery of consistent high quality careers guidance is consistent across all sites.

Headline Data 2022/23



Arrangements	Evidence
<p>Leaders promote high expectations of learners regardless of their background. They have rigorous processes to drive improvement, including through regular and frequent monitoring during the programme. Consequently, most learners, including those with high needs, make good progress in preparing them for adulthood from very low starting points.</p> <p>Additional support and training have been introduced in year to support staff to manage an increase in student mental health difficulties such as increased anxiety and self-harm.</p> <p>Many learners have not engaged well in previous settings. Due to COVID-19 learners have not sat exams or received the same educational experiences.</p> <p>The impact of COVID-19 and the young person's personal situations has meant that most of the learners have significant gaps in their academic knowledge and have an increase in mental health difficulties.</p>	<ul style="list-style-type: none"> • Initial Assessment and Baseline • Learner Handbook • ILPs • Learner Engagement Plans • Progress Reviews • Success Data • Progression Data • Destination data
<p>The Employment team works in a flexible way to provide as many work experience opportunities as possible despite the continuing impact of COVID-19, with 78% of learners benefitting from accessing a high-quality placement to enhance their confidence and employability skills, gaining an understanding of what they need to succeed in the job market.</p> <p>Tutors and leaders ensure that provision meets, in full, the principles of 16 to 19 study programmes. Leaders have carefully developed study programmes that build on each learner's prior attainment and enable them to make good progress and move on to a higher level of qualification, supported internship or employment when they are ready to do so. The curriculum offer provides timetabled sessions for learners to develop skills to prepare them for adulthood, alongside appropriate and meaningful work experience.</p> <p>High number of learners with LLDD (97%)</p> <p>High proportion of learners living in areas of deprivation of (39%).</p> <p>Learners receive effective support from qualified and expert staff to develop their skills in English and mathematics. Learners starting points are mostly very low, due to a number of factors that have prevented them from achieving and engaging in education. 58% of learners did not have a level 2 English or maths qualification prior to starting. Significant changes have been made to improve the delivery and quality of English and mathematics; however, it is too early to see the results of these changes and, as a result, too few learners achieved a level 2 in 2022-23.</p>	<ul style="list-style-type: none"> • Individual Study Programmes • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • Work Experience Logs • Case Studies • Case Studies • Destination data

<p>Learners that had previously been set to continuing completed in 22/23, which has impacted on the overall achievement figure. A new strategy is in place to monitor more closely continuing learners' exemptions and ensure learners are enrolled on the most appropriate qualification.</p> <p>Tutors support learners well to develop their confidence to communicate effectively and to use basic number skills in their everyday life. Comprehensive intervention sessions, funded by the Coronavirus (COVID-19) 16 to 19 tuition fund, and delivered by dedicated staff, help learners to develop their skills. However, due to the continuing impact of Covid-19, many learners will continue with their English and maths qualifications in the next academic year and fewer learners have completed full qualifications than expected in a normal year.</p> <p>Learners benefit from a wide range of community activities that support them to gain confidence and improve their communication skills.</p>	
<p>Learners receive tailored careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future. Frequent learner reviews give staff and learners the opportunity to reflect on progress and assess if there have been any changes to aspirations or circumstance to ensure that appropriate support is in place to support the learner to move on when they are ready to do so.</p> <p>Employment staff continue to support learners with work experience and work placements. Some employers are unable to offer the range of placements that were provided prior to lockdown. In this instance alternatives, such as outdoor placements, are sourced to ensure learners have the opportunity to keep developing their transferable skills and increasing their confidence in the workplace.</p> <p>Highly flexible curriculum that allows the addition of work-related qualifications to ensure the learners have the skills and additional qualifications to enhance work applications. These typically include First Aid at Work, food hygiene, award in health and safety, CIS training, although this is not an exhaustive list.</p>	<ul style="list-style-type: none"> • Induction Records • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • IAG Records • Case studies

<p>Tutors prepare and deliver effective lessons that motivate, support and challenge learners in developing the skills and knowledge necessary to complete their learning aims. Staff provide excellent support for learners which ensures that most learners progress and achieve well. Most learners have previously failed to thrive at school, and many have personal barriers to learning, such as a history of offending behaviour, substance misuse or a difficult home life. Despite these obstacles, staff ensure that each learner has the best possible opportunities to improve their life chances. Consequently, most learners make considerable gains in their personal, social and employability skills.</p> <p>All sessions have now returned to pre-pandemic working and, where possible, guest speakers are included. Learners are given the opportunity to take part in active learning outside the classroom as well as to visit local areas of interest. Employer and workplace visits have also been successful with engaging learners to understand what is available to them in the community and what other workplaces are like.</p> <p>Learners were provided with the opportunity of attending a residential trip at Back2Bear. Those that attended took part in team building activities and learnt survival skills. Some learners had never stayed away from home prior to attending the trip, providing the opportunity to develop personal growth and essential skills for transitioning into adulthood.</p> <p>Tutors continue to support learners well following the Covid-19 pandemic, swiftly adapting to the changes imposed and ensuring that the curriculum and delivery effectively supported learners to look after their mental and physical health and that they continue to make progress.</p>	<ul style="list-style-type: none"> • OTLA Records • LSA Observation Records • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • Progress Tracker • Learner Feedback • Employer Feedback
<p>Attendance is generally good at 82%. Leaders and managers recognise that the majority of learners that attend the provision have historically disengaged with education. Overall, individual attendance for learners shows an improvement compared to previous settings. The Covid pandemic has had a significant impact on some of the young people and they struggled to return to the routine of face-to-face learning following the lockdowns. Creative interventions and strategies have been introduced to increase attendance, some of which have been successful.</p> <p>Most learners conduct themselves well in all areas of their programme. However, this year has seen an increase in those attending with challenging behaviour. Expectations of learners are aligned to those of employers and learners are reminded of these throughout their programme.</p> <p>A reward and recognition system promoting positive behaviour, hard work, good conduct, achievements, and success, supported by interventions where a learner's conduct falls below the expected level, is in place. This combination has had a positive impact on learners and has encouraged appropriate behaviour</p>	<ul style="list-style-type: none"> • Attendance Data • Induction Records • Learner Handbook • Behaviour Plans • Progress Reviews • Progress Trackers • Work Experience Records • Case Studies • Employer Feedback

<p>on the programme. In year, professional development has been undertaken to enable staff to implement, 'When the Adults Change' programme. Following this a new behaviour policy and conduct policy has been introduced; its impact is yet to be realised.</p> <p>Learners have the opportunity to take part in community activities to test them in different situations and to encourage the development of self-confidence and interpersonal skills in preparation for progressing onto high quality work experience placements and ultimately permanent employment.</p>	
<p>Learners feel safe and understand what to do if they feel they are at risk. They know to whom they should report a concern about their safety or welfare. They have a good awareness of how to stay safe online and when using social media. They have an awareness of the dangers of extremism and radicalisation.</p> <p>Additional session covering issues such as drugs/alcohol, knife crime, consent and sexual health have been introduced as part of the curriculum, but also when the related issue has been raised by the learner group. External professional and expert speakers have been brought in to support this, where available.</p> <p>Bespoke interventions have been implemented for those learners who have struggled to return to some kind of normality following the various lockdowns, helping them to regain their confidence and manage anxieties.</p> <p>Learners receive support to regulate their behaviour and are helped to identify triggers to inappropriate behaviour and strategies that will help to reduce this.</p> <p>Learners receive rewards for positive behaviour and contribute to the reward and recognition system, in which they have the chance to receive physical rewards.</p> <p>Over the past 12 months there has been an increase in learner safeguarding concerns, particularly around mental health. Learners are fully supported to disclose these concerns using a multiagency approach, where appropriate.</p> <p>Bullying is not tolerated and YPLP has a restorative approach. All staff receive Therapeutic Crisis Intervention (TCI) training. Learners are supported to reflect on their choices and decision-making processes and are encouraged to develop different strategies to utilise these skills.</p> <p>A flexible curriculum ensures key topics are covered to provide learners with information about how to stay safe online, cyber bullying, peer on peer abuse, knife crime etc. This is reviewed in line with information</p>	<ul style="list-style-type: none"> • Induction Records • Learner Handbook • Progress Reviews • Incident, Intervention and Impact Logs • PFA SOW • Learner Work • Record of external training/guest speakers • Case studies • Feedback from surveys

relating to ongoing safeguarding concerns and, where there is a need, this is covered in sessions to ensure learners and staff have access to up to date information that promotes safety for all.	
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