



## Community Services: Education

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To: Heads of all Secondary Educational Establishments

### **Curriculum for Excellence – Opportunities for All: Post-16 transitions<sup>1</sup>**

‘Supporting all young people to participate in post-16 learning, training or work’

The Scottish Government Post-16 Transitions Policy and Practice Framework aims to provide guidance for those involved in supporting post-16 transitions; and the planning and delivery of education, training and careers information, advice and guidance to young people in Scotland. The framework provides a model for post-16 transition planning within the context of the delivery of both Curriculum for Excellence and Opportunities for All.

Participating in further learning and training beyond age 16 is the best way for a young person to improve their long-term employment prospects; successful post-16 transitions are key to enabling this. Post-16 transition planning facilitates the offer of an appropriate place in learning or training for every 16-19 year old in advance of them leaving school and before leaving subsequent episodes of learning or training. Each offer should focus on personalisation, choice and progression; and encompass relevant supports to help young people to progress on their career journey.

The Scottish Government’s ambition is for all of Scotland’s young people to progress in learning and training, toward and into employment. This Government priority is reflected in the National Indicator<sup>2</sup> – ‘to increase the proportion of young people in learning, training or work.’

Opportunities for All is the vehicle for ensuring that all young people have clear pathways through the senior phase of CfE up to the age of 19. Clearly, this will be more challenging for

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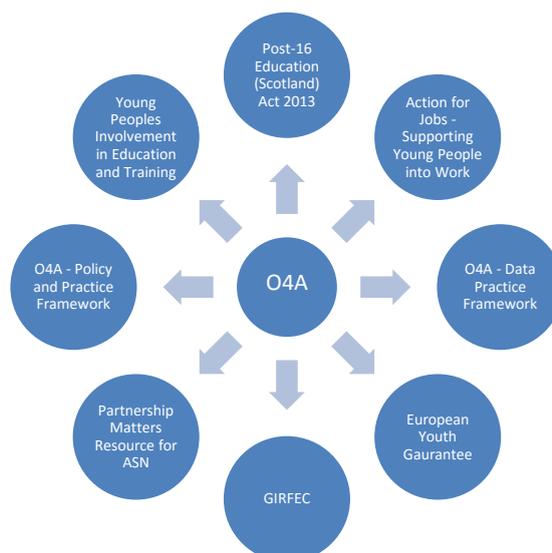
<sup>1</sup> Scottish Government Opportunities for All: Post-16 transitions – Policy and Practice Framework (August 2014)

<sup>2</sup> <http://www.scotland.gov.uk/About/Performance/scotPerforms/indicator/youngpeople>

some young people in the later years, when they are moving between different post-school options.

The Scottish Government has identified specific roles and responsibilities for key partner agencies in delivering Opportunities for All: post-16 transitions. This information is available in Appendix 1 and provides specific detail pertinent to the local authority, secondary schools, Skills Development Scotland and Colleges.

## Key Legislation: Opportunities for All



### Opportunities for All – includes the following 3 critical elements

- **The right learning or training provision must be in place, based on personalisation choice and progression**

A range of options must be available for each young person. These will include staying on at school, entering further or higher education, participating in national training programmes, or taking part in personal and social development opportunities offered through Community Learning and Development including, where appropriate, participation in an *Activity Agreement*. Opportunities available within the voluntary sector should also be fully incorporated as viable options.

None of these are *default* options – the needs of each young person should determine the learning choices available to them. Providing an individually tailored package of development support is as much a mainstream offer to a vulnerable young person as staying at school through S5/6 then progressing onto FE/HE is for a young person taking a more traditional route.

- **The right support, including timely personal support and career information, advice and guidance**

Young people must know and understand what opportunities are available to them and how they fit with their own needs and ambitions; and what progression routes are available to enable them to take up and *sustain* the *right* offer.

- **The right financial support must be available to help young people participate in the option which is right for them**

This ensures that young people make choices based on the most appropriate learning for them, rather than on the amount of money offered to them. All possible and available funding resources should be considered when planning with young people (i.e. Individual Learning Accounts (ILA) and Education Maintenance Allowance (EMA)).

Success of Opportunities for All will be measured on the basis of an agreed *offer between a young person and provider of post-16 learning or training*, not the *take-up of a learning place*. Being placed on a waiting list does not constitute an offer. Appropriate support should be put in place to bridge any gap between an offer and the actual start date of provision. Successful implementation demands a collaborative effort across the whole system to prepare, support and enable young people to make a successful transition. Formal and non-formal learning providers, such as schools and other local authority services (including Community Learning and Development), as well as colleges, private training providers, the voluntary sector, SDS, the Scottish Funding Council and the Department for Work and Pensions (DWP) through Jobcentre Plus all have crucial roles to play.

Self-evidently, the foundations for successful transition should be laid throughout a young persons' education. Support should be put in place from S3 for those who have been identified as having specific barriers to learning.

More targeted action to deliver Opportunities for All should take place during the last year of statutory education, and the first year of post-compulsory education. It is essential this begins early and that most activity takes place before young people leave school, college or other learning providers.

**Every young person must be identified, wherever their learning takes places:**

- in school
- not attending/excluded from school
- in alternative provision (both within and outwith Argyll and Bute)
- Home Educated

This must be achieved before they reach their school leaving age, at a time most appropriate to their needs and no later than 3 months before their statutory leaving date. Work with those

young people who are identified as having ASN should begin **at least 12 months** prior to their proposed school leaving date. All young people should then be given access to the information, advice and guidance they require to secure an appropriate opportunity to progress post-16. Support can be delivered in a number of ways through the school's career education provision or by encouraging the use of self-help resources (e.g. web and hard copy, attendance at career events).

When targeted support is required, including statutory leavers and those self-referring, support is available from a Skills Development Scotland member of staff.

- **Arrangements must be made for young people with Additional Support Needs**

In instances where young people have additional support needs, transition arrangements must be planned well in advance, using statutory measures in the Education (Additional Support for Learning) (Scotland) Act 2009, and the advice in the code of practice. It is important that these arrangements are clear and well-understood by all involved.

Transition Planning should begin in S3 to allow sufficient time for suitable support to be put in place for the young person, in line with the Council's GIRFEC Post School Transitions Protocol Preparing for Adulthood Transitions Timeline (Appendix 2).

The Amended ASL Act also states that all young people who are Looked After should be considered as having Additional Support Needs unless this can be disproven. This provision of the Act has clear implications for the responsibilities of all partners involved in delivering Opportunities for All.

- **Every young person must receive an offer of a "Place of Learning"**

This should be made well in advance of a young person's compulsory school leaving date. The offer should also include the option to stay on at school, taking into account the individual learning and support needs and appropriate financial support.

- **Support must be "persistent"**

There may be young people who, despite best efforts, do not have an offer. Continued, targeted support should be provided in these cases, to help find a suitable progression route. This should involve close partnership working with Skills Development Scotland (SDS) as per the Opportunities for All Flowchart.

- **Support should be offered in the context of the “bigger picture”**

It is important to ensure that there is sufficient, appropriate provision to meet the needs of all young people in the local area. It is important to identify and fill gaps between what young people want and the opportunities that are currently available.

- **Support must be “ongoing”**

Support should be available to young people not only before, but at the point of transition. Ongoing support should also be in place to help monitor and sustain positive progressions which would act as an early warning system to prevent drop-out.

- **Support in Partnership**

It should be ensured that all relevant information that will support young people is communicated with Skills Development Scotland and any other relevant partners well in advance of leaving school.

- **S5/6 Transition**

The senior phase should provide a rich experience that prepares young people for moving on to appropriate post-school options. Progression from school to post-school should be thoroughly and systematically PLANNED and COORDINATED; and should be seen as a priority in each secondary school. Senior Management Teams should ensure that an individual approach is taken rather than targeted at a cohort or year group.

Each young person should have a ‘passport’ outlining their post-16 offer of learning and training when they reach their initial eligible school leaving date. Secondary schools and SDS should be able to identify who is eligible to leave and who is planning on leaving, plus have a focus on priority groups including Additional Support Needs, Looked After, Youth Offenders and December Leavers in S5. This information should be entered in the Records: Edit 16+ tab in Click and Go on an individual basis or updated through the Admissions and Leavers – 16+ module in bulk.

Schools should track and monitor each individual’s progress on their learning journey to ensure ongoing achievement and progression.

## Post-16/Opportunities for All Transition Partnerships

Eight local Opportunity for All groups have been set up across the authority (Tarbert and Lochgilphead join together, Tiree due to numbers is supported on an individual basis). Each group should be chaired by a member of the secondary school SMT and include representation from the following partners:



Other partners may include college staff; GIRFEC Named or Lead Person; ASN Key Worker; Social Work; Health; Justice; Housing; Psychological Services; Family Support; relevant specialities; any other relevant key adult.

### What constitutes an offer of post-16 learning, training or work?

Responsibility for ensuring there is sufficient suitable provision (formal and non-formal) available for young people lies with a number of key partners, including the local authority; secondary and specialist schools; CLD; SDS; Scottish Funding Council (SFC); FE/HE; Training Providers and support agencies – all are represented on the Argyll and Bute Employability Partnership Group apart from the SFC. Provision available for post-16 learning and training can be found in the Argyll and Bute Skills Pipeline and commitment to opportunities for all is outlined in the Argyll and Bute Youth Employment Activity Plan (YEAP).

The offer of learning or training must be agreed by the young person and the provider; and must include a start date – being on a waiting list does not constitute an offer. If there is a gap between an offer and the start date, appropriate support should be given for example through a personal skills development course or a volunteering opportunity.

## **Offer Timeline - Scottish Government's Expectations**

All SUMMER            Agreed offer by 30<sup>th</sup> September following leaving date  
Leavers                Start date by January (unless doing a gap year)

All WINTER            Agreed offer by 31<sup>st</sup> March following leaving date  
Leavers                Start date by August

16 – 19 year olds who are not in education, employment or training will be supported by local partners to take up an offer, where appropriate of a place in learning or training as part of the Government's commitment to O4A, this includes those:

- known to and engaging with SDS;
- unemployed and registered with the DWP;
- known to CLD but not otherwise engaging; and
- others that are known but not engaging at all.

## **O4A: Additional Support Needs – Appropriate Legislation and Action**

### **Legislation**

- Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009
- Code of Practice
- Equality Act 2010

### **Action**

There should be needs-led targeted assessment and planning:

- this must start early in a young person's education;
- potential for beginning transition discussion as the young person moves from primary to secondary; and
- should bring in a wide range of partner organisations as appropriate to the individual young person's need and in keeping with the principles of GIRFEC.

Under the Education (Additional Support for Learning) (Scotland) Act 2009 - All Looked After Children are considered to have ASN unless they are identified as not having them. Argyll and Bute Employability Partnership support Argyll and Bute's Corporate Parenting strategy through the Youth Employment Activity Plan.

Involvement in Activity Agreement programme:

- consists of non-formal learning including personal and skills development;
- tends to be for a *short* duration however vulnerable/high risk young people may stay with the programme for a much longer duration; and
- includes intensive and sustained support from an appropriate trusted professional.

*Activity Agreements may only be offered to young people who have passed their compulsory school leaving date and have subsequently left school.*

### **Participation Measure**

Currently schools collate data that is used in the initial and follow-up School Leaver Destination Reports (SLDR) and records the first transition a young person makes. This process does not capture less formal learning options; nor the support being given to young people. The Scottish Government now requires every transition a young person makes and all positive engagements between their 16th and 20th birthdays to be recorded; this will also include the option of choosing to remain in school for S5/6. This new method of data collection is called the participation measure and went live in 2015.

The Scottish Government defines participation as:

A young person is deemed to be participating when they are actively engaged with an organisation for the purpose of learning, training or work - which includes volunteering.

Within the context of *Opportunities for All*, all participation is positive and should be regarded as transitional - education and training are important phases in a young person's life that can improve their job options but are not destinations in themselves. The jobs that young people have on entering the labour market should be viewed in a similar fashion - they are the first step on a young person's career path.

Moving to measuring participation allows the Scottish Government to formally recognise the wide range of provision and support available from all partners and allows staying on at school to be recognised as a positive learning choice. Monitoring takes place over a longer period of time with appropriate support being available to this group. Partners are also better able to understand the learner journey and this can inform the future design and availability of provision.

The participation measure will be linked to *Insight* - the on-line statistical tool used to evaluate school performance. This participation measure for 16-19 year olds will inform the National Performance Framework, rather than the SLDR, and determine progress towards delivering *Opportunities for All*.

The participation measure will give a chronological order of events that form each individual learner's journey. The measure will also allow SDS and partners to know the current activity of each person and identify those not participating who may need support.

## **MEASURING SUCCESS OF POST-16 TRANSITIONS**

1. Proportion of 16-19 year olds participating in learning, training or work
  - Currently gathered through the School Leaver Destination Report, and this will remain the case until 2015
  - Beyond 2015 Opportunities for All will be measured by the rate of participation of 16-19 year olds in learning, training or work.
  
2. Opportunities for All
  - All participation is positive
  - Between 16<sup>th</sup> and 20<sup>th</sup> birthday this is transitional rather than a destination
  - Data Hub will allow us to track and monitor an individual's *LEARNER JOURNEY* through their participation across the post-16 learning system, both formally and non-formally.
  
3. Participation Measure
  - Young people will need to be monitored until a young person actually starts their learning, training or employment opportunity.
  
4. Data Required
  - Each local authority and their secondary schools' are required to supply the number of young people participating in learning, training or employment, including those:
    - Remaining or returning to school – i.e. on school roll
    - Participation in learning or training offered by 3<sup>rd</sup> Sector Providers, Social Enterprise

- Undertaking FE/HE courses
- Engaging in Activity Agreement programme
- Undertaking an SDS funded programme – stage 2/3/4 of the employability pipeline
- Engaging with Individual Learning Account
- Community Learning and Development
- Engaging in Voluntary work
- Participating in work experience as part of a recognised course
- On DWP Single Work Programme or other DPW training and support programmes
- Employed, including as an intern or self-employed

### **Data Sharing – roles and responsibilities<sup>3</sup>**

Mainstream Secondary Schools and Local Authority Special Schools are subject to the order made under the Post-16 Education (Scotland) Act 2013 and must comply with its requirements in relation to the provision of information.

In line with Getting it Right for Every Child (GIRFEC), each school must maintain an accurate pupil roll and ensure that their Management Information System (SEEMiS) is updated so partners know when a young person is planning to, and has actually, left.

This will require local authorities to do the following:

- Maintain a complete school record including any Local Authority specific risk assessment process
- Record and notify SDS of each pupil's anticipated (expected) leaving date;
- Record and notify SDS of each pupil's actual school leaving date;
- Record and notify SDS of the education, training or employment participation each pupil progresses into - where this is definitely known

To enable ABC to fulfil these actions, each secondary school is tasked with:

- Maintaining a complete school record, including appropriate collation of information required under the ABC Risk Matrix tab on SEEMiS

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<sup>3</sup> Scottish Government Opportunities for All: Data Policy and Procedure Framework (August 2014)

- Record each pupil's anticipated (expected) leaving date on the SEEMiS Admissions and Leavers 16+ tab
- Record each pupil's 'Actual School Leaving Date' and what 'Education, Training or Employment' they are participating in (where definitely known) in the Mark Leaver screen within Click and Go. Schools can choose to use the information that is already present on the screen or update with new information.

If a school does not know what a young person will be participating in upon leaving school they should mark this field as unknown - no data is preferable to inaccurate data.

### **Alternative partner provision being delivered to young people on the school roll**

To assist the planning and support process for young people still at school who are attending a college course or are accessing alternative opportunities through partners such as CLD and Third Sector organisations as part of their curriculum, partners have to ensure that the school knows when a young person signs up for a course of education or training within their institution and when the young person completes or leaves the course. **Opportunities for All:**

#### **School Leaving Dates**

The school leaving dates for Argyll and Bute Council are as follows:

- 31 May
- the first day of the winter holiday period

Pupils who attain the age of 16 years on or between 1 March and 30 September cease to be of compulsory school age on 31 May and pupils who attain the age of 16 years on or between 1 October and the last day of February cease to be of compulsory school age on the first day of the winter holiday period. A young person is then free from the obligation to attend school and may take up employment.

On **no account** can a pupil be released to take up full time employment prior to their statutory leaving date as stated above.

### **Placement of Young People, Under the School Leaving Age, in FE Establishments**

A pupil nearing school leaving age can apply for early entry to an appropriate full-time further education course in advance of his/her statutory leaving date – as this represents an appropriate offer of further learning under the Opportunities for All post-16 transition model. This will

require the prior approval of the Lead Officer. This will then be discussed with the Executive Director: Community Services who will then consider all aspects of the request, including the following:

- the pupil has completed four years of secondary education;
- the course is a full-time one providing subjects approved by Education Services;
- and in the view of the authority, the young person, because of his/her circumstances, would benefit from such a placement.

The designated Guidance or Pastoral teacher should complete a Flexible Learning Plan (FLP) (Appendix 3) with the young person and relevant partners and submit this for approval to the Lead Officer. The FLP should cover the bullet points outlined above; include information on the provider and course title; and relevant funding information, such as who will cover course fees and Public Protective Equipment (PPE) plus any transport costs incurred by the young person.

### **Placement of Young People, Under the School Leaving Age, Outwith the Mainstream Curriculum**

Curriculum for Excellence is about driving forward improvements in learning and teaching to improve the life chances of young people and ensure they have the skills and knowledge they need for learning, life and work in the 21st century.

For some young people, therefore, consideration may be given to providing learning opportunities, prior to school leaving age, outwith the mainstream curriculum, where this will best “improve life chances... and... skills and knowledge” for the young person.

Any proposal to implement such a decision would require that a Flexible Learning Plan (Appendix 3) be completed by any of the following sources:

- Secondary school
- Looked After and Accommodated Team
- Young Offenders Team

This would cover the young person spending **any percentage of their time** outwith the mainstream curriculum in any of the following:

- Further Education
- Voluntary work
- Voluntary sector provision (formal or non-formal)

### **School Leaver's Form**

A school leaver's form has been developed for completion by those young people who leave secondary school when they reach or pass their statutory leaving age. This is included in Appendix 4.

Pupils are required to complete this form and schools should then submit the information on the Mark Leaver tab of SEEMIS by:

- the second week in June for summer leavers
- the end of the second week that the schools return in January for winter leavers

Data entry should correlate with ScotXed leaver census dates. The information submitted will support the development of strategies to assist young people in gaining employment and training opportunities.

Yours sincerely

Executive Director of Community Services

June 2017

## APPENDICES

**1) Roles and Responsibilities**

Taken from Scottish Government Opportunities for All: Post-16 transitions Policy and Practice Framework (August 2014)

**2) Preparing for Adulthood: Transitions Timeline**

Taken from GIRFEC Post School Transition Protocol

**3) Flexible Learning Policy, Procedure and Paperwork**

**4) O4A Leavers Form**

## Appendix 1

### O4A: ROLES AND RESPONSIBILITIES<sup>4</sup>

Supporting young people to progress to further learning, training or work demands both national and local multi-partnership responses across the post-16 learning and support system, with shared-ownership and clearly defined roles and responsibilities for the partners involved.

Through local agreements partners will, individually and collectively, be clear about what they need to do to effect and sustain improvements on the National Indicator – *‘to increase the proportion of young people in learning, training or work’*. They will need to be clear about each other’s roles and responsibilities - strategically and operationally - and to deploy the resources available to achieve greatest impact. Inevitably, this will involve continuous professional learning opportunities for relevant staff to ensure they have the skills and knowledge to maximise their contribution; and rigorous mechanisms for quality assuring and reviewing service delivery, premised on continuous improvement and value for money.

In fulfilling their commitments partners should work together to effect improvements across the range of service delivery. Here, effective use of data is critical with key partners legislatively required to support the Data Hub. This means maintaining accurate and up-to-date records of the young people they are working with on their respective management information systems for uploading into the Data Hub. Skills Development Scotland will then be able to provide partners with comprehensive information on young people and their post-16 journey, thereby facilitating a data-led approach to service delivery.

The views of both young people and employers will be critical in determining the opportunities and support to be provided locally and parents and carers will be key to achieving the best outcomes for young people.

This section sets out the roles and responsibilities for the key partners, focusing on:

- Learning and training opportunities
- Support for young people
- Data management

Schools, whilst under the auspices of local authorities, are shown separately to ensure clarity out their central role in successful post-16 transition planning and delivery.

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<sup>4</sup> Scottish Government Opportunities for All: Post-16 transitions Policy and Practice Framework (August 2014)

## **Opportunities for All – Argyll and Bute Council’s Responsibilities**

It is for Argyll and Bute Council, through Community Planning Partnerships, to provide leadership on strategy and to agree, with partners, local priorities and related delivery.

Community Planning Partnerships should ensure that partners are clear about what is expected of them as part of a multi-agency partnership and their contribution to Single Outcome Agreements. Specifically, authorities will wish to consider how the School Improvement process supports young people’s ongoing participation in learning, training or employment, including through their obligations for those with additional support needs. Local authorities should lead on the development and delivery of Youth Employment Activity Plans, working collaboratively with Skills Development Scotland and other partners to identify the priority cohort of unemployed young people; where they are geographically; who is delivering what for them; and referral arrangements between partners.

### **Responsibilities for the Local Authority include:**

#### ***Learning and training opportunities***

- Working with partners locally across all sectors to ensure the overall supply of learning and training places (type and level) balances the demand from young people throughout the year and employers’ needs;
- Supporting schools and their partners to develop and deliver a curriculum which meets the needs of all learners;
- Working with partners to identify appropriate offers for young people leaving school;
- Working with partners to identify appropriate alternative offers for any young person whose intended learning choice is not taken up;
- Ensuring that the National Learning Opportunities Database reflects the range of provision available for young people locally and that it is current and accurate;
- Working with partners to develop and maintain the local Youth Employment Activity Plan;
- Monitoring and managing the availability of opportunities and ensuring, with Skills Development Scotland and other providers, that an adequate range of high quality provision is available across the employability pipeline when required;
- Monitoring delivery, challenging performance across the partnership and coordinating collaborative approaches to resolve difficulties.

### ***Support for young people***

- Working with Skills Development Scotland to agree the career information, advice and guidance to be provided, including through local Service Delivery Agreements;
- Working with Community Learning and Development and other support agencies to ensure appropriate targeted support where it is needed;
- Commissioning specific/specialist supports for young people facing particular barriers;
- Putting in place an offer of post-16 learning or training for any young person choosing to attend school or other learning establishment in another Local Authority;
- Retaining responsibility for a young person who, at the discretion of the home authority, is placed in a learning setting outwith the home authority: this will include making and recording offers and monitoring take up;
- Ensuring that any young person who is engaged in learning or training in a school or other establishment outwith the home authority has an agreed coordinated package of support both before and after leaving school.

### ***Data Management***

- Working with partners, notably schools and Skills Development Scotland, to ensure schools' management information systems are accurate and up-to date in order to facilitate tracking and monitoring of young people;
- Recording offers and monitoring take up in relation to young people who are learning outwith the home authority area;
- Notify Skills Development Scotland of young people starting and leaving an Activity Agreement, the start date being the date the young person signs the Agreement;
- Notify Skills Development Scotland of a young person reaching their eligible school leaving date who is educated at home;
- Working with partners to analyse relevant data in order to shape local services;
- Working with partners to evaluate the impact of their transition planning approaches;
- Adopting practice set out in the Statutory Guidance within the Post-16 Transitions Data Practice Framework

## **Schools**

Schools are integral to local authorities' role and responsibilities as outlined above. They are also the primary partner for delivering the senior phase of Curriculum for Excellence and helping young people to progress on their career path. In doing so, schools should continue to work with relevant partners to ensure that this important transition is managed systematically and appropriately for all young people. They will wish to consider how the School Improvement process can help them to strengthen their offer for both those staying on at school beyond age 16 and those moving on to further learning, training or work. Their partnership with Skills Development Scotland is vital in ensuring that young people can access the right level of career information, advice and guidance. As well as maintaining ongoing dialogue with Skills Development Scotland Advisers, schools should ensure that accurate and up-to-date information on their young people is recorded on their own management information system for uploading into the Data Hub.

### **Responsibilities for schools include:**

#### ***Learning and training opportunities***

- Working with partners to develop and deliver a senior phase curriculum which meets the needs of all learners and which supports agreed outcomes, including progression;
- Seeking opportunities to engage with employers as an effective way to make the world of work real for all young people;
- Ensuring school staff understand the range of post-16 provision available locally and use this information to support their young people.

#### ***Support for young people***

- Ensuring nominated lead responsibility within the school for post-16 transitions and that said staff work closely with Designated School Managers for Looked After children and young people and the Named Person required within the GIRFEC Framework;
- Ensuring school staff understand and support the principles and practice around effective post-16 transitions and advise young people and their parents and carers appropriately;
- Working with Skills Development Scotland and other services to support those at risk of not having an offer;
- Supporting young people to develop career management skills, including by making effective use of *My World of Work* and other relevant tools;

- Taking joint action with Skills Development Scotland on key dates (e.g. prelim results, SQA results days, UCAS acceptances) to confirm provisional offers, and to give additional support to those choosing an alternative route in light of their results.

### ***Data Management***

- Identifying early those young people eligible to leave school across S3-S6, prioritising those likely to leave at their first opportunity and those at risk of not having an offer;
- Providing predicted S4-S6 achievement and assessment results to local authorities and Skills Development Scotland to inform the planning of future post-16 provision;
- Maintaining up-to-date information on the school management information system about an agreed offer of a place in S5 and S6;
- Notifying Skills Development Scotland of young people not taking up their intended S5 or S6 places and those leaving during or at the end of S5 or S6;
- Updating the school management information system to reflect a young person's progression to post-school options where there is evidence of that progression;
- Ensuring that Transition Planning Forms for young people with identified additional support needs are shared in a timely manner with appropriate post-16 partners and that the school management information system reflects this;
- Supporting Skills Development Scotland to compile the School Leaver Destination Return and follow-up;
- Completing the School Leaver Form and sharing agreed data with Skills Development Scotland;
- Adopting practice set out in the Statutory Guidance within the Post-16 Transitions Data Practice Framework.

## **Skills Development Scotland**

Skills Development Scotland have a pivotal role – both strategically and operationally in supporting young people to participate and progress to work. This falls within three areas of activity: career information, advice and guidance; tracking and monitoring of young people; and managing delivery of national training programmes.

In delivering effective career information, advice and guidance, Skills Development Scotland will provide a universal service for all young people and targeted support for those who need it most. The universal service will be provided largely through group sessions in schools and Skills Development Scotland's on-line service *My World of Work*. Those young people in school who require further support to make an effective transition will be offered support from a Career Coach up until they leave school and move into the opportunity chosen or identified. Any 16-19 year olds who is leaving or has left school and who is most at risk of unemployment will be offered a Work Coach or Career Coach in order to fully develop their career management skills. Skills Development Scotland will engage and negotiate with all local partners to ensure resources are available to progress a young person into employment.

Young people are encouraged to continue using *My World of Work* to prepare for and access employment. This support will build on career interventions provided throughout a young person's education and should reflect both individuals' needs, circumstances, achievements and ambitions as well as labour market intelligence.

Skills Development Scotland will agree with local authorities and schools the services to be implemented and delivered locally.

Skills Development Scotland and partners will track and monitor young people as they progress in order to identify and provide the right level of support to meet individual need. The 16+ Learning Choices Data Hub will enable them to articulate a range of agreed information on individual young people and their journey.

It is also for Skills Development Scotland to manage the delivery of Modern Apprenticeship and pre-employment training programmes, and to develop new provision to address particular challenges in the labour market, including through co-commissioning arrangements with local authorities.

## **Responsibilities for Skills Development Scotland include:**

### ***Learning and training opportunities***

- Working with partners locally through the joint commissioning process to ensure the supply of SDS pre-employment learning and training places (type and level) balances the demand from young people throughout the year and employers' needs; Working with OfA co-ordinators locally, ensure Youth Employment Activity Plans are in place and updated to encourage better local referral mechanisms across local services for young people;
- Working with partners to ensure the supply of places on National Training Programmes is in line with national policy and local agreements;
- Working with colleges to ensure places on Skills Development Scotland funded college courses achieve agreed outcomes for both young people and the labour market;
- Ensuring Skills Development Scotland-funded opportunities support delivery of Curriculum for Excellence.

### ***Support for Young People***

- Working proactively with schools and other partners to agree the appropriate SDS service offer based on a range of risk factors: those without an offer of learning or training; those to whom an offer has been made but not taken up; and those who have not sustained participation. SDS will offer intensive support to help individuals where appropriate while the wider partnership identifies an appropriate offer and alternative support, if appropriate;
- Deliver a national exam results helpline to support those choosing an alternative route in the light of their results;
- Ensuring that young people who have an offer of post-16 learning or training outwith their home local authority area know how to engage with Skills Development Scotland should they subsequently need support;
- Tracking young people with confirmed deferred offers of a place in higher education, to ensure that they have the support they need to engage in learning;
- Tracking young people who are engaged on an Activity Agreement, undertaking other tailored provision for personal skills development and those on short courses;
- Supporting young people to investigate and access opportunities presented through *My World of Work* and other appropriate resources;
- Tracking and reporting on the participation of 16-19 year olds who have taken up an offer of a post-16 learning;

- Working with the Department for Work and Pensions to engage young people up until their 20th birthday who have dropped out of or completed a course or programme of learning or training to re-engage them;
- Leading, with other partners, to engage 16-17 year olds without an offer;
- Supporting Department for Work and Pensions to engage 18-19 year olds without an offer.
- 

### ***Data Management***

- Ensuring all eligible young people are recorded on the Skills Development Scotland management information system;
- Recording on Skills Development Scotland management information system offers made to young people;
- Working with schools and other providers to track and monitor individuals between their 16th and 20th birthdays;
- Participating in multi-partner data sharing as required by the Post 16 Education (Scotland) Act 2013 and its subordinate legislation and statutory guidance
- Joint working with Department for Work and Pensions to provide data to local partnerships on 16-19 year olds;
- Compiling the School Leaver Destination Return for initial and follow-up destinations;
- Articulating and sharing agreed information and data internally and with other partners, including the Scottish Government, to support ongoing policy development; monitoring; evaluation and improvements in service delivery;
- Informing local authorities when a young person previously engaged on an Activity Agreement drops out of or completes their subsequent post-16 option.

## **Colleges**

Colleges are prominent within local and regional communities and offer many young people opportunities to develop the skills they need to get a job, keep a job or get a better job and develop a career. Colleges develop Outcome Agreements with the Scottish Funding Council, contribute to Opportunities for All and other Government priorities, and work with partners to engage young people seeking learning or training opportunities.

The Scottish Funding Council funding for colleges aims to ensure that colleges are better placed to respond to local needs and better supported to fulfil their major role in the delivery of Opportunities for All. Working with the Funding Council's dedicated Outcome Managers and their strategic partners, colleges will ensure that they offer courses that both young people and employers need.

### **Responsibilities for colleges include:**

#### ***Learning and training opportunities***

- Prioritising provision for 16-19 year olds in the first instance; thereafter 20–24 year olds;
- Working with strategic partners to ensure that learning and training opportunities (in relation to type, level and timetabling) matches demand from young people, including those who are attending college for part of their S5/S6 school curriculum, and those who are progressing to college as their preferred post-16 option;
- Working with universities and employers on the design of courses to ensure there is meaningful progression for young people both onto degree level study and into sustainable employment;
- Ensuring entry-level learning and training opportunities are available as widely as possible;
- Ensuring courses, programmes and qualifications delivered through school/college partnerships articulate with relevant post-16 opportunities;
- Ensuring learning and training opportunities are available on a flexible entry basis;
- Collaborating with local partners to find suitable provision for young people yet to receive an appropriate offer of learning or training;
- Ensuring young people experience the highest quality learning and teaching and work with appropriate quality assurance agencies to achieve this.

#### ***Supporting young people***

- Working with schools to ensure young people are aware of the college courses available to them and what college life involves;

- Ensuring that college staff understand the principles of effective transition planning and communicate on this with young people and their parents and carers, where appropriate;
- Ensuring young people's support needs – including financial support - are met in a timely manner in order to improve retention and progression;
- Ensuring that information on college provision is current and accurate and is uploaded to the National Learning Opportunities Database.

### ***Data Management***

- Maintaining data about a young person's application to, enrolment in and leaving from a college course on the college management information system;
- Analysing young people's experience and outcomes from courses and programmes delivered through school-college partnerships to inform progress to post-16 options;
- Adopting practice set out in the Statutory Guidance within the Post-16 Transitions Data Practice Framework.

## **APPENDIX 2**

### **GIRFEC Post School Transitions Protocol**

#### **Preparing for Adulthood - Transitions Timeline**

- **This is currently being updated, link to be included once completed**

## APPENDIX 3

### FLEXIBLE LEARNING PLANNING

In support of the new Education Management Circular 3.15, Curriculum for Excellence – Opportunities for All: Post-16 Transitions, a set of documents have been produced to enable schools, in partnership with other agencies, as well as with parents and pupils, to agree and clearly document the terms of flexible packages of learning that combine in- school and out-of-school elements where this is deemed appropriate for the individual young person.

The procedural guidelines for adopting this approach are also included both for information and to ensure consistent application of this approach across the authority.

There are a number of benefits from adopting this level of flexibility into the senior phase of the Opportunities for All Programme:

- it provides choices and options for schools to deal effectively and proactively with young people who are (in danger of) disengaging from mainstream provision.
- it facilitates the robustness and positively impacts on the current School Leaver Destination Results for schools and future participation measure – minimising the number of young people who are “unknown” or who have gone into negative destinations.
- it gives flexibility and maintains motivation for young people who have talents and skills that are best suited to working/learning environments outwith school.
- it builds in effective partnership elements that help with transitions as young people progress from being “the school’s responsibility” to include other agencies, such as Skills Development Scotland, who have responsibilities within the package.
- all parties involved in the agreement, by nature of the process, can be held to account for their specific and agreed-to responsibilities within the package.
- the process facilitates the management of timescales for Opportunities for All, as triggers can be set within the review schedule to coincide with key dates in terms of school leaving age, offers being made to young people etc.
- communication back to a central hub enables an overall view of the effectiveness of this approach and gives opportunity for best practice to be identified and disseminated across the authority.

## Flexible Learning Procedures

### 1.0 Introduction

The requirements for the provision of full time education for all pupils in whatever circumstances are set out in the Standards in Scotland's Schools Act 2000. With regards to pupils in difficulties and specifically in the context of exclusion from school, the guidance is specified in some detail on SEED Circular 8/03

(<http://www.scotland.gov.uk/Publications/2003/11/18496/28828>)

It is important to acknowledge, however, that full time, school based education may not be the most appropriate option for some pupils, and that more flexible approaches may be required to meet pupil needs.

This guidance sets out the factors that should guide the design and implementation of such packages, as well as the process for approving flexible packages. It should be noted that the implementation of this policy relates to decisions to **designing flexible packages within a multi-agency context** and not to approve flexibility within mainstream curricular provision.

### 2.0 Appropriate Circumstances

The circumstances where a multi-agency flexible package could be considered include:

- where the pupil has experienced ongoing difficulties with the standard curriculum;
- where there is a likelihood of interrupted attendance; or
- where school attendance has proved difficult despite supported interventions.

Reasons for these circumstances could include behavioural difficulties, learning difficulties, disaffection, family difficulties or difficulties in managing attendance, or combinations of these factors.

### 3.0 Quality Standards

#### 3.1 Overall Criteria

There must be an evident and agreed means of designing a pattern of attendance for the 10 half day openings within the school week. The following factors must be taken into account:

- breadth and content of the educational programme;

- links to the core school curriculum and to educational outcomes – ensuring opportunities for the young person to achieve Literacy and Numeracy qualifications alongside Health and Wellbeing aspects;
- mechanisms to agree, approve and review arrangements;
- Risk Assessment and management of Health and Safety;
- whether the child is Looked After by the Authority and the impact of packages on care arrangements; and
- whether the child is classified as a vulnerable student.

### **3.2 Planning Standards**

It is expected that pupils requiring flexible packages will be supported through in- school pupil support services as well as other agencies as appropriate. The approved package should be validated by all agencies involved with the pupil, through a School Liaison Group convened by the Guidance or Pastoral Teacher.

The minimum group to be consulted should be:

- Depute Head Teacher
- Pupil
- Pupil support staff
- Parent / Carer

It is also recommended that the following staff be consulted as part of the process:-

- Skills Development Scotland Advisor
- Educational Psychologist
- Social Worker (if pupil has one)

At the meeting the views of parents and pupil must be fully discussed, agreed and documented.

The following should be considered within the review:

- clear statement as to why reduced school attendance is best for the pupil;
- proposed educational outcomes from alternative measures;
- specified locations for the out of school elements;
- welfare, safety and attendance strategy for out of school elements with identified responsible people for these half day sessions;
- reviewing/monitoring framework for reduced attendance arrangements, with a nominated key worker;
- resources and support to be made available out of school;
- the role of all services involved; and
- parental responsibilities.

The next stage of this process is for the appropriate templates to be completed and submitted to the Lead Officer. Education Services will respond to the school within 15 working days from receipt of the request.

### **3.3 Welfare and Safety Outwith School**

The following should be considered within the context of risk assessment and management:

- acknowledgement by the pupil of their own responsibilities within the agreed FLP;
- acknowledgement by the parent/carer of their own responsibilities within the agreed FLP;
- how contact will be maintained between the pupil and the school, with the school retaining overall responsibility;
- involvement of appropriate agencies, their role and responsibilities;
- appropriate procedure followed for any pupil participating in work placement activities, including relevant health and safety checks, employer liability insurance and Personal Protective Equipment (PPE);<sup>5</sup> and
- expectations regarding transport for the pupil (between locations etc).

### **3.4 Financial Support for Flexible Learning Packages**

Before a Flexible Learning Plan is submitted to the Lead Officer any financial support requirements should be clearly identified and an agreement reached amongst partner agencies as to who is responsible for funding. Financial support may be required for course fees; transport fares and escort support; PPE and learning resources.

### **3.5 Approving Flexible Learning Packages**

The details of the flexible package (as per the process outlined above) should be recorded on the pro-forma provided below. The paperwork should also record any significant areas of disagreement. This is of particular importance in ensuring the commitment of those who are responsible for particular aspects of the packages, including parents and the young person.

The form should then be submitted to a member of the school's senior management team who has responsibility to approve and oversee such packages, including the noted review and monitoring timescales.

The ABC Education Team will also be provided with an overview of all approved flexible packages to identify successful strategies and disseminate best practice across the authority.

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<sup>5</sup> Further information can be obtained from the ABC Community Services: Work Based Vocational Learning Policy and Procedure framework

Where a Flexible Learning Package requires a young person to attend partner organisation sites the pupil's attendance should be marked on SEEMiS as 'other attendance out of school' for each relevant period of time – full day/half day/individual period.

For those young people who are S5 December leavers and who have been given exceptional permission to attend a full time college course working towards a recognised qualification the school will need to change the Student Status record on SEEMiS. This needs to be amended from **01 – pupils on the roll of the school** to **04 – pupils on the roll of the school attending full-time further education course outside school**. Responsibility for the pupil remains with the school and not with the Further Education unit.



**SECTION 1: PUPIL SUPPORT LIAISON DETAILS**

<b>Pupil Name:</b>			
<b>Date of Birth:</b>		<b>Class:</b>	
<b>Date of Meeting:</b>			
<b>Attendees:</b>			

**SECTION 2: PURPOSE OF FLEXIBLE PLAN**

<b>Background</b>
<b>Summary of FLP provision</b>
<b>Personal Outcomes for Pupils (behavior/attendance/targets)</b>

**SECTION 3 OUT OF SCHOOL PROVISION**

<b>Intended Outcomes and Learning Content</b>
<b>Summary of Support (Needs and Provision)</b>
<b>Practical Arrangements regarding ongoing communication/responsibilities etc</b>
<b>Funding Requirements (course fees/travel/PPE etc, how much and who will fund?)</b>

**SECTION 4 AGREEMENT**

I agree to the details recorded above, relating the Flexible Learning Plan for \_\_\_\_\_ . I agree to uphold my responsibilities in fulfilling the aims and objectives of this package, as well as agreeing to the review schedule outlined above.

<b>Signature</b>	<b>Designation</b>	<b>Date</b>
_____	_____	_____
_____	_____	_____

**SECTION 5: PROPOSED TIMETABLE**

Please include a copy of your school timetable outlining when the pupil is in school and when they are with outside agencies.

## SECTION 6: MONITORING AND EVALUATION OF FLEXIBLE LEARNING PLAN

Review Schedule					
Date	Areas Under Review	Actions Required	By Whom?	Timescale	Comments
	Attendance				
	Programme Content				
	Progress				
	Changes Required?				
	Other Live Referrals				
	Actions from last review				
	Attendance				
	Programme Content				
	Progress				
	Changes Required?				
	Other Live Referrals				

Where a Flexible Learning Package requires a young person to attend partner organisation site the pupil's attendance should be marked on SEEMiS as '**other attendance out of school**' for each relevant period of time – full day/half day/individual period.

Pupils undertaking work experience placements should be visited by a senior member of school staff on a monthly basis to monitor engagement, progress and target setting.



# Learning Choices



## 16+ Learning Choices - Leavers Form

Pupil Name:  School:

Address:

Mobile No:  Email:

Leaving Date:  Date of Birth:

### Actual Destination:

College / University:   
(please insert full name of institution, unconditional / conditional please state offer)

Course Title:  Level:

Training:

Employer:  Job Title:

Actual Start Date:

Argyll and Bute Council treats your personal information with respect. Information gathered on this form may be shared with relevant partner agencies.

Signed:  Date:

Destination unknown – I have referred the above named young person to Skills Development Scotland as they have no known destination.

The above named pupil has chosen to leave school in order to follow the destination outlined on this form. After discussion with myself they understand the range of options available to them during this time of transition.

Authorised Signatory:  Date: