

# Young People's Education and Skills Operational Sub-Group

## AGENDA

**Chair:** Andy Johnson      **Job title:** Progression & Pathways Manager, London Borough of Enfield

**Date:** 13 April 2018      **Time:** 10.00 – 12.00

**Venue:** London Councils, meeting room 5

**Telephone:** 020 7934 9779      **Email:** [Anna-maria.volpicelli@londoncouncils.gov.uk](mailto:Anna-maria.volpicelli@londoncouncils.gov.uk)

Item 1	Welcome, introductions and apologies  - Nomination of Vice Chair	AJ
Item 2	Notes of the last meeting and matters arising <i>(paper - for agreement)</i>	AJ
Item 3	Transforming Children and Young People's Mental Health Provision <i>(paper - for discussion)</i>	HB
Item 4	Recent London Councils activity on SEND and high needs funding <i>(paper - for discussion)</i>	YB
Item 5	Sub-regional feedback <i>(discussion item)</i>	All
Item 6	Work plan monitoring – Policy update <i>(paper - for discussion)</i>  – Participation, NEET and activity not known <i>(paper - for discussion)</i>  – ESF Update <i>(verbal update - for information)</i>  – London Ambitions <i>(verbal update - for information)</i>	POB        YB
Item 7	Any Other Business	All

**Date of next meeting:** Friday 8 June 2018, London Councils, SE1 0AL

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## Notes

# Young People's Education and Skills Operational Sub-Group

<b>Date</b>	26 January 2018	<b>Venue</b>	London Councils
<b>Meeting Chair</b>	Andy Johnson		
<b>Contact Officer</b>	Hannah Barker		
<b>Telephone</b>	020 7934 9524	<b>Email</b>	<a href="mailto:hannah.barker@londoncouncils.gov.uk">hannah.barker@londoncouncils.gov.uk</a>

### Present

Andy Johnson	London Borough of Enfield – Vice-Chair
Noel Tierney	London Borough of Wandsworth (West London)
Tony Haines	Education and Skills Funding Agency
John Galligan	London Borough of Brent (West London)
Eamonn Gilbert	Achieving for Children – Kingston & Richmond (South West London)
Yolande Burgess	London Councils

### Officers

Peter O'Brien	London Councils Young People's Education and Skills Team
Hannah Barker	London Councils Principal Policy & Project Officer, Children's Services

### Apologies

Sheila Weeden	London Borough of Newham (North & East London)
Trevor Cook	London Borough of Havering (North & East London)
Daisy Greenaway	Greater London Authority

## 1 Welcome, Introductions and apologies

- 1.1 The Chair invited attendees to introduce themselves and noted apologies for absence.
- 1.2 There were no nominations for Vice Chair. It was agreed that Yolande Burgess would temporarily fulfil the position of Vice Chair, and nominations would be asked for again at the next meeting.

## 2 Notes of the last meeting and matters arising

- 2.1 The notes of the previous meeting were approved. Regarding actions from the last meetings, Yolande Burgess reported that the team were uploading some final documents onto the Knowledge Hub for London Ambitions.

## 3 T Level consultation – draft response

- 3.1 Hannah Barker and Peter O'Brien talked to the draft response to the government consultation on the implementation of T levels, circulated with the papers for the meeting.

- 3.2 OSG members offered their feedback on the draft response, highlighting the following points:
- 3.2.1 The work placements proposed as part of T levels would make a significant call on employer time, and financial incentives will be necessary to ensure that employers offer work placements.
  - 3.2.2 The apprenticeship levy could be used to compensate employers for the time they spend supporting young people on work placements, and for training.
  - 3.2.3 The number of guided learning hours for technical education courses is very low compared to other European countries. This should not be further reduced.
  - 3.2.4 Some students studying extra maths and English might need a three year programme to fit in this additional learning.
  - 3.2.5 It is unclear who T levels are aimed at and why young people would choose to study a T level rather than apprenticeship. There is also concern over the fact that young people might get jobs with their work placement employers rather than completing their T level, which could represent a success for the young person, but could be difficult for providers.
- 3.3 Hannah agreed to incorporate these comments into the current draft, and send this to OSG for comment from their clusters.

**Action 257: Hannah Barker to update T level consultation response with comments from OSG and re-circulate. OSG members to send comments from their clusters by 1 February 2018.**

#### **4 Annual Statement of Priorities**

- 4.1 Peter O'Brien talked to the latest draft of the Annual Statement of Priorities, circulated with the agenda.
- 4.2 Yolande Burgess highlighted feedback sent by Sheila Weedon prior to the meeting, relating to those who do not achieve at Level 2, and caution about the predicted growth in the professional, scientific and real estate sector.
- 4.3 The group emphasised the importance of highlighting the shortfall in high needs budgets in the Annual Statement of Priorities. The group discussed the increase in numbers of children and young people with high needs, and the length of their placements, since the 2014 reforms. London Councils agreed to share a briefing analysing the high needs funding situation with Tony Haines.

**Action 258: Peter O'Brien to update Annual Statement of Priorities with comments from OSG members**

**Action 259: London Councils to share information on SEND shortfall with Tony Haines**

#### **5 Sub-regional feedback**

- 5.1 OSG members updated the group on issues and developments in their sub-regions.
- 5.2 OSG members were interested in seeing the list of college mergers in London, which Yolande Burgess committed to circulating.
- 5.3 OSG members also raised concerns about boroughs which did not respond to emails from the sub-regional representatives. Yolande Burgess suggested that OSG members let her know the names of the individuals so that London Councils can follow this up.

- 5.4 Andy Johnson raised an issue regarding higher education institutions giving large numbers of unconditional offers. This is an issue for schools and colleges, as students with unconditional offers do not seem to be taking their exams as seriously. OSG members agreed to gather evidence so that Yolande could pick this up with the higher education institutions.

**Action 260: Yolande Burgess to ask Mary Vine-Morris for the list of college mergers in London**

**Action 261: OSG members to let Yolande Burgess know which boroughs in their clusters are hard to engage with**

**Action 262: OSG members to send evidence regarding higher education institutions making a high number of unconditional offers to Yolande Burgess in order that this can be raised this with higher education bodies**

## **6 Work plan monitoring**

### **Policy Update:**

- 6.1 Hannah Barker talked to a paper that had been circulated with the agenda, detailing policy changes and Select Committee inquiries since the last OSG.
- 6.2 Hannah referenced the green paper on mental health for children and young people, and committed to sending the draft response to OSG members, and adding this to the Board agenda.

**Action 263: Hannah Barker to send draft response to mental health green paper for comment by OSG**

### **Participation, NEET and activity not known:**

- 6.3 The meeting received the latest report on the levels of participation, NEET and activity not known in London. Peter O'Brien highlighted in particular the high participation of young people with SEND in education or training in London, compared to the rest of the country.

### **ESF Update:**

- 6.4 Peter O'Brien reported that the deadline for spending had been extended, and London Councils would send a note out once this had been confirmed. There is a meeting with the Education and Skills Funding Agency and the Greater London Authority to look at what this means in practice.
- 6.5 London Councils held an ESF workshop in November on supporting young people with mental health issues, which was successful.
- 6.6 There will be a workshop on 19 February, looking at what has worked well so far and key learning points. OSG members should make their views known to the Advisory Panel, who have been invited to attend.

### **London Ambitions:**

- 6.7 Yolande Burgess talked through the progress of London Ambitions.
- 6.8 OSG members asked about how to access the London Ambitions Portal.

**Action 264: London Councils to send out link for OSG members to access the London Ambitions Portal**

**7 Board agenda**

7.1 The Board agenda was agreed.

**8 AOB**

8.1 No AOB items were declared.

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### Action Points from Operational Sub-group 2017-18

Action Point No.	Meeting Date	Action Point Description	Owner(s) - lead in bold	Review Date	Actions Taken	Open / Closed
253	13.10.17	Yolande Burgess to ensure London Ambitions information for the London Ambitions ambassadors is on the Knowledge Hub	<b>YB</b>	13/04/18	Knowledge Hub updated	<b>Closed</b>
257	26.01.18	Hannah Barker to update T level consultation response with comments from OSG and re-circulate. OSG members to send comments from their clusters by 01.02.18	<b>HB; OSG members</b>	13/04/18	Actioned and deadline passed	<b>Closed</b>
258	26.01.18	Peter O'Brien to update Annual Statement of Priorities with comments from OSG members	<b>POB</b>	13/04/18	Actioned	<b>Closed</b>
259	26.01.18	London Councils to share information on SEND shortfall with Tony Haines	<b>London Councils</b>	13/04/18	Circulated via email 12.3.18	<b>Closed</b>
260	26.01.18	Yolande Burgess to ask Mary Vine-Morris for a final list of London colleges following mergers	<b>Yolande Burgess</b>	13/04/18	Post meeting note of 21.2.18	<b>Closed</b>
261	26.01.18	OSG members to let Yolande Burgess know which boroughs in their clusters are hard to engage with	<b>OSG members</b>	13/04/18		
262	26.01.18	OSG members to send evidence regarding higher education institutions making a high number of unconditional offers to Yolande Burgess in order that this can be raised this with higher education bodies	<b>OSG members</b>	13/04/18		
263	26.01.18	Hannah Barker to send draft response to mental health green paper for comment by OSG	<b>Hannah Barker; OSG members</b>	13/04/18	Circulated 22.2.18	<b>Closed</b>
264	26.01.18	London Councils to send out link for OSG members to access the London Ambitions Portal	<b>London Councils</b>	13/04/18	Link in post meeting note 21.2.18	<b>Closed</b>

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# Young People's Education and Skills Operational Sub-Group

## Transforming children and young people's mental health provision: a green paper

Item: 3

**Date:** 13 April 2018

**Contact:** Hannah Barker

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**Summary** This paper summarises the key proposals in the green paper entitled 'Transforming children and young people's mental health provision', and the key concerns raised in response submitted by London Councils.

**Recommendations** OSG members are asked to:

1. **note** the information in this paper;
2. **discuss** the content of the green paper and the response;
3. **suggest** key issues to take forward in future lobbying on this area.

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### 1 Background

- 1.1 On 4 December 2017, the government launched the green paper 'Transforming Children and Young People's Mental Health Provision', which sets out ways in which children's and young people's mental health problems can be tackled within education settings. The green paper's consultation ran until 2 March 2018.
- 1.2 London Councils submitted a response to the green paper, attached as Appendix A.

### 2 Green paper proposals

- 2.1 The proposed new approach featured in the Green Paper has three core elements, and will initially be piloted in a number of 'trailblazer areas'.
  - 2.1.1 **Every school and college will be incentivised to identify a Designated Senior Lead for Mental Health by 2025.**

The designated member will be trained in leading mental health work and responsible for overseeing support for pupils with mental health problems, helping to identify pupils experiencing mental ill health and providing a link between services.
  - 2.1.2 **New Mental Health Support Teams will be created and funded to provide specific extra capacity for early intervention and ongoing help.**

Supervised by NHS children and young people's mental health staff, the mental health support teams will support the designated leads, delivering assistance to pupils with mild to moderate mental health problems.

**2.1.3 There will be a statutory four-week waiting time for access to specialist NHS children and young people's mental health services.**

Some of the 'trailblazer areas' will try out new ways of working to reduce the time it takes for children and young people to access mental health treatment.

2.2 In addition to these core proposals, the government also plans to:

2.2.1 Improve understanding of mental health and explore how social media affects children and young people.

2.2.2 Bring together mental health experts to look at how mental health problems can be prevented.

2.3 The Green Paper recognises the work already done in tackling mental ill-health in children and young people and Ofsted is currently developing a new inspection framework, which includes a focus on mental health and wellbeing.

2.4 The government will seek to roll out its key proposals to 20 to 25 per cent of the country by 2022/23, making over £300 million funding available for implementation.

2.5 In addition, the Green Paper provides an overview of the current mental health NHS provision within the UK, as well as the actions already being undertaken by government.

### **3 London Councils response**

3.1 The Green Paper makes proposals that could improve the mental health and wellbeing of children and young people through early intervention in London's boroughs. A Designated Senior Lead for Mental Health will help to better connect schools and colleges with multi-agency and integrated services. This, combined with the four-week waiting time standard for specialist services, should help to ensure that children and young people who would benefit from help from specialist Child and Adolescent Mental Health Services (CAMHS) are identified and seen more quickly.

3.2 However, it is unclear whether the funding allocated to this initiative will cover the costs of the proposals. Schools and colleges have faced significant funding reductions over the last few years, and only 26 per cent of London schools will receive sufficient funding to meet the real term cost pressures forecast by the National Audit Office for 2018/19. It is unlikely that schools and colleges will have sufficient funds to appoint Designated Senior Leads unless they are fully compensated by central government.

3.3 Furthermore, the Green Paper does not clarify where accountability for outcomes sits and we are concerned about the process for quality assuring the training and ongoing standard of the provision offered by Designated Mental Health Leads, who are not specialists in the field.

3.4 The Green Paper could also go further in acknowledging the role of the broader landscape of support for Children and Young People's mental health outside of the NHS, particularly from local government, as well as the voluntary sector.

3.5 We do not believe that the government has given sufficient thought to how to ensure that the reforms work for children and young people with Special Educational Needs and Disabilities, who have a much higher likelihood of developing mental health conditions. We are also concerned about the limited reference to children and young people who sit outside the formal education system. This is a particular concern given the increased number of young people being home-educated.

3.6 Above all, the government's aim of rolling out changes in 20 to 25 per cent of the country by 2022/23 raises questions regarding the pace of improvement. It is important that the scale of this issue is recognised and a commitment to implement and fund effective change in every school in the country is in place.

3.7 London Councils full response is attached as Appendix A.

#### **4 Recommendations**

4.1 OSG members are asked to:

4.1.1 **note** the information in this paper

4.1.2 **discuss** the content of the green paper and the response

4.1.3 **suggest** key issues to take forward in future lobbying on this area.

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# ▶ Transforming children's and young people's mental health provision: Green Paper

## ▶ A response from London Councils

London Councils represents London's 32 borough councils and the City of London. It is a cross-party organisation that works on behalf of all of its member authorities to make the case for powers, freedoms and resources to best serve the needs of London's residents and businesses.

On 4 December 2017, the government launched "Transforming Children and Young People's Mental Health Provision", which sets out ways in which child mental health problems can be tackled within education settings.

London Councils welcomes the Government's commitment to improving the mental health and wellbeing of children and young people through early intervention, and their acknowledgement of the role that schools and colleges can play in improving the wellbeing of children and young people within the wider mental health support system.

We have identified a number of key concerns on the scope and implementation of the Green Papers proposals:

**There is little acknowledgment of the role of the broader landscape of support for children and young people's mental health outside of the NHS, particularly from local government, or of the wider education system:**

- Local authority services should not be dealt with as separate entities. Troubled Families, SEND, and many youth offending teams, sit within Children and Young People's services in local authorities, and work together to maximise outcomes for children and young people, and their families. Local authority Children's Services as a whole are critical to engage with as part of the pilot phase, and the wider work.

- It is important that appropriate engagement takes place with school nurses and school-based counsellors; however, the emphasis on schools and the school structure masks the crucial contribution that colleges will make to the success of the ambitions set out in the Green Paper. In a 2016 survey by the Association of Colleges 85% of colleges said they had experienced a significant increase of students declaring mental health issues. College funding does not provide for school nurses or PSHE and colleges will need to be properly equipped to support young people, and should be seen at least as equal partners to schools in the delivery of the commitments.
- We also have concerns about the proposed Designated Leads being seen as solely responsible for mental health in schools and colleges rather than as a whole school / college approach.
- The green paper focuses on schools and colleges without considering children and young people in differing circumstances, for example those who are home educated, or in work-based training and apprenticeships. The response should address how these young people will be supported.
- We are concerned about the lack of reference to the support that will be available to children and young people who sit outside the school / college system. There has been an increase in the number of children being off-rolled, primarily by academies, mostly due to behavioural issues or SEND, resulting in more children and young people being home educated. This group are more likely to have complex needs and experience mental health problems, yet they remain unrecognised in the Green Paper proposals.
- There is also no acknowledgement of the way in which early years services, schools at every phase, colleges, and universities will need to work together to ensure streamlining of support and provision, and to support vulnerable children and young people to manage difficult transition periods.

**A particular concern is that there is little emphasis on children and young people with SEND or in need of other special provision within the Green Paper:**

- The needs of children and young people with SEND should be at the forefront of these proposals. This group of young people are much more likely to experience mental health issues than others: nearly 40% will experience a significant psychiatric disorder at some point in their lives, compared to 10% of those without a learning disability.
- The Council for Disabled Children report, 'These are our children', found that no professional group felt trained or equipped to meet the physical or mental health needs of children with

SEND due to the complexity and variety of the needs they may present. This is a fundamental issue that must be addressed in the proposals.

- Furthermore, there has been an exponential increase in the number of children and young people with Education, Health and Care Plans in London over the last few years. In 2016/17, London boroughs spent £100 million more than they received through government allocations on high needs. Local authorities have experienced significant cuts to their funding, resulting in the reduction of early intervention and funding for youth services. It is important that councils are resourced appropriately to take on any new roles or duties in relation to mental health.
- It is essential that the government considers how the proposals will be accessible and appropriate for those with SEND. This is especially significant given the disproportionate number of young people with SEND who are off-rolled by schools, or placed in alternative provision.

**The Green Paper does not clarify where accountability for outcomes sits and we are concerned about the process for quality assuring the training, and the ongoing standard of the provision offered by Designated Mental Health Leads:**

- Local authorities are key partners in supporting children's mental health and should be involved in the joint management or oversight of Mental Health Support teams in schools and colleges.
- The government should provide further detail on the experience and skills required by the Mental Health Support Teams before identifying the most appropriate body to lead the teams. According to our current understanding of the role of the teams, it is vital that the NHS has close involvement in establishing, running and supporting mental health teams. Given the pressures on CAMHS, it is particularly important that the teams supporting the Designated Mental Health Lead, who is primarily an education specialist, are adequately trained and skilled to offer support to vulnerable young people. Relevant local authority service areas (including social care, Troubled Families, education, and SEND teams) also need to be heavily involved in this process.
- We are concerned about the ability of schools and colleges to be able to identify and resource a Designated Senior Lead. Schools may end up giving the responsibilities to their Designated Safeguarding lead which would have an impact on capacity.
- Thirdly, the role and responsibilities of the Designated Mental Health Lead will vary according to the age of the young people concerned, and the size of the school. The skills and time required to provide support to children in a single form of entry primary school will differ greatly from that

required to undertake this role in a large further education college. These differences must be considered, and the training and funding adapted accordingly.

- The pilot should be evaluated comprehensively to ensure that the correct approach is taken and the correct engagement is taking place across the board; therefore, we do not support the principle of testing just three links.

**There is little effort to address the wider determinants of mental ill-health among children and young people.**

- Socioeconomic disadvantage, with a particular prevalence among BAME communities, is a considerable factor in the development of mental health problems among children and young people. Socioeconomic disadvantage acts as a psychosocial stressor, and can work through poor housing, unemployment, malnourishment or family breakdown to negatively impact young people's mental health and wellbeing. According to the Centre for Mental Health, children from the poorest 20% of households are four times more likely to experience a mental health issue than those from the 20% wealthiest households. Child poverty is expected to climb to 37% by 2022, and it is important that the Government considers how disadvantaged groups in particular will be supported.
- The government's proposals should consider more carefully how to engage with more vulnerable families. The Green Paper does not acknowledge the vital link that the Mental Health Support Teams will need to have with social care and Troubled Families, understanding the wider context in which the children and young people find themselves.
- The importance of their peer groups should not be overlooked. Young people should themselves be given the opportunity to learn about good mental health, how to recognise the signs and how to support each other.
- We welcome the focus on the 16-25 age groups with the aim of improving services for this group of young people. We suggest that NHS contracts specify that CAMHS should be a 0-25 service in order to provide better support for young adults and to encourage regions to find solutions to the funding barriers.
- Further education colleges have a higher proportion of students from disadvantaged backgrounds (17% of 16-18 year old college students had been eligible for free school meals compared to 9% in maintained schools and academy sixth forms) and it is known that there is a greater risk of developing mental health difficulties for those from a disadvantaged background. Therefore we welcome the inclusion of colleges in the proposal, but it extremely important that



the proposals take into account the considerable differences between schools and colleges when planning implementation, including the cohorts, structures, size, and relationships with parents. It is important that the transition between school and college is considered as part of the proposals, which can be a difficult and disorientating time for many young people, especially those with mental health issues.

- It is important to link up with local authority Children's Services teams to ensure that looked after children can benefit from the proposals, and to understand the role that Virtual Schools could play. It is also vital to ensure that the proposals are accessible for children in need, who are not only likely to present greater need, but are also at greater risk of sitting outside the formal education system and therefore remaining locked out of the proposals as currently stands. It is disappointing that the proposals do not acknowledge the importance of the home environment in mitigating the development or worsening of mental health issues, and we would encourage the Departments to consider how to extend the proposals to consider the role that parents play.

**It is unclear how financially sustainable the proposals will be given ongoing funding issues, and there is little clarity on how the issue of mental health workforce shortages is to be addressed:**

- Schools and colleges have faced significant funding reductions over the last few years, and only 26 per cent of London schools will receive sufficient funding to meet the real term cost pressures forecast by the National Audit Office for 2018/19.
- In addition, there are significant shortages in the mental health workforce, with the rising vacancy rate in CAMHS posts highlighted in the Royal College of Psychiatrists 2017 workforce census a particular concern. Not only is it unlikely that schools and colleges will have sufficient funds to appoint Designated Senior Leads unless they are fully compensated by central government, the recruitment and retention of Mental Health Support Team staff and the wider CAMHS workforce must be addressed if these proposals are to be realised.
- The £1.4 billion originally committed to the CAMHS transformation has not been ring-fenced, and much of it is not reaching frontline providers - with significantly less funding than expected released to CCGs by Government so far and only around half of CCGs using the additional funds for CAMHS provision in 2016/17. This is an opportunity to look again at the funding, resource and training requirements to ensure that CAMHS is an effective organisation. What is more, the extra £300 million announced to fund the Green Paper's proposals has also not been ring-fenced and there is no indication of a long-term commitment by Government to sponsor these initiatives in schools and colleges.

- We believe that it would be advisable to use the assessment of ongoing costs of implementation to provide an additional measure of success in the trailblazer areas, as it would provide a useful indication of the likely issues and impediments of rollout at a local level.
- Moreover, the government's aim of rolling out changes in 20-25 per cent of the country by 2022/23 does not go far enough. It is important that the government recognises the scale of this issue and commits to implementing and funding effective change in every school in the country. It would also be beneficial to provide greater clarity around the 20-25% target and how the funding will be distributed between regions and school types.

**We believe that the question of distribution of the training fund is a secondary issue. We have a number of concerns relating to the principles of the training fund:**

- The £95 million funding set aside for training is not sufficient to deliver high quality initial and ongoing training for a Designated Mental Health Lead in every school in the country, many of whom will have limited knowledge of mental health. These Leads should also have access to supervision given the level of responsibility of this role and their position as non-specialists in the area.
- Training is not the only aspect of the Designated Mental Health Leads' role that needs to be funded by central government. Funding must also be provided to ensure that the Leads can reduce their workload elsewhere to create time to undertake this important and potentially stressful role. As highlighted in the recent Public Accounts Committee report on teacher recruitment and retention, workload is the main reason why teachers leave the profession. Pressure on workloads has increased significantly over the last few years, as schools have had to make efficiency savings, such as increasing class sizes and contact time, in the wake of significant budgetary pressures. This is only set to worsen as 74% of schools in London will receive a real terms decrease in their funding in 2018/19.

**We are supportive of the aim to reduce waiting times for children and young people's mental health services; however this commitment needs to be appropriately funded to ensure that the ambition can be fulfilled:**

- Waiting times are currently extremely unpredictable and can be dangerously long, and CAMHS is suffering from under-staffing and under-funding. According to the Education Policy Institute, between a sixth and a quarter of children referred to specialist treatment are turned away.

- On top of the current pressure on CAMHS, the introduction of Designated Mental Health Leads in schools and colleges and the emphasis on awareness raising is likely to result in an increased number of referrals for mental health services. CAMHS must be appropriately resourced and staffed to deal with this pressure. If this does not happen, children and young people could be placed at risk; and Designated Mental Health Leads, who are not specialists, will be placed in a vulnerable position where they are providing more specialist support than they are trained to provide.
- We are also concerned about the fact that the four week waiting target will only be rolled out after 2023. This target is insufficiently ambitious and fails to recognise the urgency of the issue.

Hannah Barker, Principal Policy & Project Officer for Children's Services

Jack Eddy, Principal Policy and Project Officer for Health and Care

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## **Summary of event: Tackling the pressures facing the delivery of Special Educational Needs and Disabilities (SEND) services in London**

### **21<sup>st</sup> February 2018**

#### **Introduction**

London Councils hosted an event for lead education and children's services members and officers on 21<sup>st</sup> February 2018 to explore the pressures facing the delivery of services for children and young people with Special Educational Needs and Disabilities (SEND) in London.

London's boroughs are dealing with a significant increase in the number of young people with Education Health and Care Plans (EHCPs), more than anywhere else in the country, which is driving up costs considerably across the capital. Recent analysis by London Councils has revealed that the majority of London boroughs spent more than their high needs block allocations from government in 2016/17 by approximately £100 million collectively and are on track to do so again this year. This event was organised to give boroughs the opportunity to discuss the factors contributing to this rise in demand, and to share current and emerging practice to deal with this pressure.

Attendees heard presentations from the Royal Borough of Greenwich and London Borough of Hillingdon which highlighted the challenges and approaches to managing high needs budgetary pressures in two specific boroughs. The group then took part in roundtable discussions to explore causes of the increases in demand and cost of SEND provision, and shared examples of their current and emerging practice in relation to managing this significant pressure.

#### **Discussion**

##### *Rising demand*

The following were identified as causes of the increase in the number of children and young people with SEND, and EHCPs in particular, in London:

- General population increase, and in some boroughs an increase in the young population in particular
- Increase in accuracy of diagnosis and earlier identification of SEND
- Advances in paediatric care for babies and children with complex conditions
- Introduction of the extended age range (0-25) in the Children and Families Act 2014. This has led to a sharp rise in the number of requests for assessment for an EHCP

(particularly 19-25 year olds), and the increased expectation that an EHCP will remain in place until age 25.

- The 2014 reforms have raised parental awareness and expectations, making some parents more proactive in pursuing an EHCP for their child.
- The financial pressures faced by schools may be leading them to encourage parents or young people to apply for EHCPs more readily than previously.
- Reduction in early prevention services (in local authorities, schools, and CAMHS due to funding pressures)

It was also noted that there has been an increase in the number of young people presenting with Autism Spectrum Disorders (ASD) and Social Emotional Mental Health (SEMH) needs in particular.

### Cost drivers

In addition to the general rise in demand for EHCPs, the following were identified as drivers of cost increases in SEND provision:

- The cost of out of borough provision is much greater than local provision and has been rising rapidly in recent years. This is becoming an increasing issue as demand exceeds the provision available within boroughs. There is also considerable variation in unit costs.
- Non-inclusive practices in a number of mainstream schools, particularly academies, are leading more children and young people to be placed in independent or out-of-borough provision. Many Boroughs reported that some schools are reluctant to admit children with SEND and remove some SEND pupils from the school roll informally (often by encouraging parents to elect to home educate their child). The current financial restrictions, as well as the pressure to demonstrate high attainment, are contributing to this growing trend.
- Budgetary pressures in schools are creating a reduction in the number of teaching assistants and the amount of SEND support available in schools, resulting in schools appealing for more financial assistance from the local authority to support pupils that they may previously have had the resources to support. Colleges are facing similar financial constraints.
- Special schools are similarly facing significant new cost pressures (e.g. from increasing pension and NI contributions) that are rising more quickly than government funding allocations. This in turn is driving up the fees they charge local authorities for places.
- The replacement of funded school improvement services with traded services in some local authorities has resulted in some schools paying increased costs to support children with SEND but without an EHCP. This means that some children may reach the high needs threshold at an earlier stage.

- Academisation is resulting in local authorities having less control over the costs of provision for children and young people with SEND, and some special free schools are charging significantly more to educate children and young people with SEND than mainstream special schools.
- The Children's and Families Act 2014 has increased parental expectations, not only in terms of applying for EHCPs for their children and pursuing their view of the best provision, but also in making more use of the Tribunals system to ensure their child has access to this provision, where the law allows, which can significantly increase costs.
- A lack of vocational routes and link up with Adult Social Care leaves many young people on EHCPs beyond 19.
- Formerly local authorities could move funding between the blocks within the Dedicated Schools Grant, subject to Schools Forum approval, to respond to patterns of demand. The introduction of a cap on the amount of funding that can be transferred between the general Schools Block and High Needs Block from April 2018 means that the per-pupil funding for mainstream schools is likely to be protected even if spending through the high needs block increases. This means that schools no longer have the same level of incentive to control high needs spend. Schools that put forward pupils for EHCPs or permanent exclusions will no longer do so with the knowledge that funding may be redirected from the schools block if the high needs block overspends. This will remove a key strand of joint accountability and is likely to result in further pressure being placed on the high needs block.

### Current and emerging practice

The following are approaches that are currently being taken, or considered, by some boroughs to mitigate the pressures outlined above:

- Bolstering in-borough provision where possible to reduce spending on out of borough placements and SEN transport. However, this is not always possible given capital funding constraints and the fact that the responsibility for setting up new schools sits with the Education, Skills and Funding Agency, rather than with local authorities and it is currently unclear when the next round of free schools will be announced by the Department for Education.
- Working with schools to encourage inclusive practice, e.g. through staff development and training, providing support and guidance
- Reviewing Banded Funding Models
- Undertaking early intervention approaches, e.g. specialist short stay units and support based in the home
- Using non-statutory agreements (alongside the statutory process) to enable children and young people's needs to be met quickly, in a targeted way without the need to

go through a 20 week process. As long as these are co-produced with families and schools, this can provide an effective way of speeding up access to provision.

- Creating a SEND-specific Joint Strategic Needs Assessment, identifying trends and future needs of children and young people with SEND
- Jointly commissioning integrated therapies with the CCG
- Providing comprehensive early years support to bolster early identification efforts
- Strengthening SENCO support e.g. enhanced networks, training opportunities

### **Next steps**

London Councils plans to use these findings as part of our policy development in this area, including helping to establish a clear set of recommendations for government. We will also examine the case for further research to take a closer look at the rise in demand and costs for high needs across London. We will ensure that Members, the Association of London Directors of Children's Services (ALDCS) and the Heads of School Improvement Network are kept informed regarding any future developments in this area.



## Special Educational Needs and Disabilities (SEND) Financial Pressures in London

### Introduction

The number of children and young people with SEND has increased significantly in London, and there is a significant shortfall between government allocations and local authority spend on SEND. This briefing sets out the context for this shortfall and considers what more the government could do to support the London boroughs to ensure good outcomes for all SEND pupils.

### Key facts

- In 2016/17, 26 out of 31 London boroughs spent more than the amount allocated through the high needs block of the Dedicated Schools Grant (DSG), creating an aggregate **'funding gap' across these 26 boroughs of £100 million**.
- Since 2013/14, the number of pupils with Education Health Care Plans (EHCPs) has increased by 10% and actual expenditure by councils on high needs has increased by **16% (£117 million)**, yet high needs allocations from the government to London boroughs has increased by just **2% (£14 million)** over the same period.
- The new National Funding Formula places restrictions on movement between the schools and high needs blocks from 2018/19, which will make the funding gap much more difficult to plug in the future.

### High Needs revenue funding

SEND can impact in various ways on a child or young person's ability to learn. For example, it can affect levels of understanding, reading and writing ability, concentration levels or behaviour. Children or young people with SEND may be eligible for SEND support - extra support delivered within school or college. If the needs are more complex, they may be entitled to an EHCP, a plan for children or young people up to the age of 25 detailing the specialist provision that is needed across education, health and care services to meet their specific needs. High Needs funding is the funding set aside to cover the costs of more complex provision for children and young people with SEND.

London Boroughs are facing the triple pressure of managing high needs budgets during a period of rapid growth in the general child population, an exponential increase in the prevalence of SEND rates and significant shifts in types of need. This is not a one-off pressure as SEND pupil numbers are expected to increase further in 2017/18 and will be significantly higher in London than the rest of England.

The number of pupils with Statements or EHCPs has increased by 22% since 2010 in the capital, and the complexity of these needs is increasing.

This rapid increase in demand for places for pupils with high needs in London has not been recognised in government funding allocations. London Councils' surveyed the London boroughs to better understand the current budgetary pressures facing children's services. Our survey revealed that since 2013/14 the number of pupils with EHCPs increased by 10%, with actual expenditure increasing by 16% (£117 million). However, high needs allocations to London boroughs increased by just 2% (£14 million) over the same period.

The issue is now becoming acute: in 2016/17 the number of pupils with EHCPs grew by 4.2%, around three times the 1.3% growth rate for the general pupil population. The insufficiency of the government high needs funding has meant that 26 out of 31 London boroughs spent more than the amount allocated through the high needs block of the DSG (the main schools revenue grant provided by central government) in 2016/17, creating an aggregate 'funding gap' across these 26 boroughs of £100 million (£3.9 million per borough).

### **Impact on local authorities and future challenges**

To meet this substantial shortfall London local authorities have had to use resource from elsewhere: around £46 million being diverted from other blocks within the DSG, boroughs having to draw on £20 million of reserves, carrying forward previous DSG underspending (£11 million) and utilising general funds (£5 million).

These short-term measures to meet the funding gap are unsustainable. There are now nine boroughs in London with a cumulative DSG deficit carried forward into 2017/18 totalling £30 million. This is not a one-off pressure as SEND pupil numbers are expected to increase further in 2017/18 and continue to be significantly higher in London than the rest of England.

The provisional school funding allocations for 2018-19, published on 14th September as part of the government's final NFF, confirmed additional funding within the High Needs Block of £124 million in 2018-19 nationally (£27 million for London). In the context of the existing £100 million shortfall across the capital, the additional £27 million for London boroughs will not be sufficient to cover likely levels of spend.

The DfE also confirmed restrictions on movement between the schools and high needs blocks from 2018/19, which will be limited to just 0.5% of authorities' total schools block, and can only be made with the agreement of the schools forum. This will further restrict the ability of local authorities to balance their high needs budgets. London Councils is calling on the government to continue to allow local authorities maximum flexibility to transfer funds between the DSG blocks to ensure greater accountability between schools and enable local authorities to balance their books.

While the formula includes proxies for high levels of need (through deprivation and other measures) and reflects changes in pupil numbers and general 2-18 population, it does not recognise increasing *incidence* of SEND, meaning the continued disproportionate growth in London is unlikely to be reflected going forward. This is why London Councils is calling on the government to ensure that high needs funding allocations reflect growth in SEND demand in the future.

### **Capital funding for SEND places**

In addition to the pressure placed on the high needs revenue budget, the exponential increase in demand for SEND places is putting considerable strain on capital budgets in relation to school places planning. Creating school places for children with SEND costs an average £69,055 per place, which is around three times as much as a mainstream school place. Given the extent of this pressure, it is vital that the Free Schools Programme focuses on ensuring that new special free schools are created to meet this demand.

The government has made greater efforts recently to support boroughs to meet SEND demand. Every local authority received an allocation from the DfE's £215 million SEND capital funding budget, and 5 London boroughs were successful in the DfE's recent round of applications for special free schools. These are welcome steps, but SEND demand shows no signs of abating and all of London's local authorities need to be financially supported to put in place the right provision within the borough. London local authorities are still overspending significantly on their high needs budgets, as outlined above - a challenge that is exacerbated by the high use of expensive independent and out-of-borough placements. London Councils has called on the DfE to commit to providing capital funding consistently to fully meet the costs of creating this provision, and to hold a further round of applications for special free schools in order to support all authorities across London to ensure that demand for SEND is met within their boroughs.

### **SEN transport**

In addition to these pressures on the high needs block, London boroughs are experiencing considerable overspends on their SEN transport budgets. The exponential growth in the number of children with SEND and the increasing complexity of need has created overspends in SEND transport budgets in 26 out of 30 London boroughs in 2016/17, which equates to an average £1 million overspend per borough. Across 20 boroughs providing full data over time, spend on SEN transport increased by 20% between 2013/14 and 2016/17.

### **London Councils' lobbying activity**

London Councils is undertaking a concerted lobbying campaign to raise awareness of these funding pressures to ensure appropriate funding levels to protect and enhance the lives of some of the capital's most vulnerable children. This work involves significant media and parliamentary activity, as well as galvanising parent groups, to raise the profile of the lack of adequate funding for children and young people with SEND.

The campaign is focusing on the following calls to government to:

- Provide real terms funding per pupil for high needs allocations and SEN transport, taking into account future growth in the number of SEND pupils
- Recognise the existing shortfall in funding in the high needs block and take steps to compensate local authorities
- Continue to allow local authorities full flexibility to transfer funding between the schools and high needs block of DSG.
- Distribute capital funding for SEND on a permanent formulaic basis, taking into account the actual cost of delivering new SEND places and expected demand
- Work with local authorities to create new special free schools in areas of high demand for SEND places

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# Young People's Education and Skills Operational Sub-Group

## Policy Update

Item: 6a

**Date:** 13 April 2018

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**Summary** This paper outlines the key changes affecting 14 to 19 policy since the last Young People's Education and Skills Operational Sub-Group.

**Recommendation** OSG members are asked to note the information in this paper.

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## 1 Education funding

- 1.1 The Department for Education (DfE) has announced a range of measures to support children with additional needs<sup>1</sup>, including a £4million alternative provision innovation fund and a review of exclusions to be carried out by Edward Timpson. London Councils is planning on submitting a high level response, highlighting in particular the need to consider informal exclusions alongside formal exclusions and the link between high numbers of exclusions and increased high needs spend.
- 1.2 There have been on-going efforts to raise the profile of education in the event that the Chancellor eases public spending constraint in the next Budget. All aspects of the sector have been pushing their case from early years to higher education. The President of the Association of Colleges, Alison Birkinshaw, has raised issues about colleges' financial problems along with other articles that have been promoting 14 to 19 education and skills.
- 1.3 The Prime Minister announced a post-18 funding review<sup>2</sup> and the DfE published an update to providers on the implications of AEB devolution/delegation from 2019 to 2020<sup>3</sup>.
- 1.4 With regard to funding, the Education Select Committee is focusing its attention on value for money in higher education.
- 1.5 The Education Policy Institute has also published a report<sup>4</sup> on school funding that explores the extent of the funding crisis across the country.
- 1.6 Three areas are emerging as justifying an increase in education spending. The first is questioning the government's valuation of teachers relative to other professions where pay increases are being considered.
- 1.7 The second is reducing the workload of teachers. The Secretary of State responded to the latter by announcing on 10 March<sup>5</sup> that the government is developing a service with the aim of reducing workload relating to marking, planning and data management.

- 1.8 The third area is the number of places funded by DfE compared with the projected increase in demand (the theme of London Councils' annual *Do the maths* reports). An Education Policy Institute report on access to special schools<sup>6</sup> talks about travel distances and places for young people with Special Educational Needs and Disabilities.

## **2 Apprenticeships and vocational education and training**

- 2.1 The Education Select Committee is holding an inquiry into the quality of apprenticeships and skills training<sup>7</sup>. It has already held some hearings and promises to do so again in the near future.
- 2.2 National Apprenticeship Week and National Careers Week both occurred in week commencing 5 March. There were several reports and news stories that led to a debate about the fall in Apprenticeship starts and the use of the Apprenticeship levy.
- 2.3 The government is still taking into account the views expressed in the consultation on T levels that closed on 8 February.

## **3 Retaining and developing the teacher workforce**

- 3.1 The Public Accounts Committee (PAC) has published a report entitled *Retaining and developing the teacher workforce*<sup>8</sup>. The report looks at the growing issue of teacher retention and the Department's response. The findings are as follows:
- 3.1.1 The Department has given insufficient priority to teacher retention and development. It has got the balance wrong between training new teachers and supporting the existing workforce, with spending on the former 15 times greater than on the latter.
- 3.1.2 The Department has a disparate collection of small-scale interventions but these are inadequate to address the underlying issues.
- 3.1.3 Workload is the main reason why teachers leave the profession. The tools published by the Department in 2015 to help schools reduce workload have had very limited impact; only half of schools have used the tools, of which a third reduced workload (by up to two hours per teacher per week).
- 3.1.4 The Department should also be mindful of the impact on workload of decisions that schools have necessarily had to take to make efficiency savings, such as increasing class sizes and contact time, and of its own decisions, such as regular curriculum and assessment changes.
- 3.1.5 The National Audit Office's survey of school leaders found that, after workload, factors affecting the cost of living (for example house prices) are the second most significant barrier to teacher retention, with 42 per cent of respondents reporting it as a barrier. In 2015 the highest proportions of secondary schools reporting at least one vacancy were in outer London and the South East, where house prices are high. The Department says it is willing to talk to any schools with proposals to support teachers with housing, but it does not have any particular initiatives to address cost of living issues.
- 3.1.6 Teachers are not getting enough good quality continuing professional development (CPD) throughout their career. Research by the Educational Policy Institute found that on average teachers in England spent only four days a year on CPD in 2013 compared with an average of 10.5 days across the 36 countries covered by the analysis. The recommendation is that the Department should write to PAC by April 2018 setting out its plans for improving the quality

of CPD available to teachers, its expectations for how much CPD teachers should undertake and how improvements in CPD will be paid for.

#### **4 Alternative provision**

4.1 The Education Select Committee is investigating alternative provision<sup>9</sup>. In its first session the Committee heard that referral to alternative provision should not necessarily be seen as a punishment and should not require failure in mainstream education to access: it was simply a better option for some children who had been failed by the exam-based curriculum. Schools did not always apply fair thresholds for exclusion and did not always retain a sense of duty towards the child. Alternative providers were usually well-evaluated and could be excellent, but unregistered provision might carry a safeguarding risk. In its second session, the Committee heard scrutiny and poor ongoing support into post-16 pathways were key issues. Funding was in crisis and insufficient to meet growing need. The report for this inquiry has not yet been published.

#### **5 Social mobility and integration**

5.1 The government has responded to the Casey Report by publishing an Integrated Communities Green Paper<sup>10</sup>; one of the themes relates to schools. Within this theme there is a concern about unregistered schools, out-of-home education and out-of-school educational environments. In part, the government proposes that Ofsted increase its role in this area, but there is also an expectation that local authorities will be alert to environments that are inappropriate, specifically:

- 5.1.1 an intention to publish guidance on how it can work collaboratively with Ofsted and local authorities to help ensure children attending unregistered schools and out-of-school settings are safe and are receiving a suitable education
- 5.1.2 a proposal to revise its non-statutory guidance so that both local authorities and parents are clear about their respective rights and obligations, with a view to making it easier for local authorities to tackle poor elective home education more effectively and with greater confidence
- 5.1.3 a commitment to work with local authorities to provide parents with guidance that better supports making informed choices when considering out-of-school education settings and indicates the steps they can take when they have concerns. The government aims for parents to be more confident that their child is in a safe learning environment. In addition, the government plans to work with selected areas /“Integration Areas” (there are five pilot local authorities, including Waltham forest) to develop locally-led, voluntary quality assurance arrangements for out-of-school settings, building on existing good practice.

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<sup>1</sup> <https://www.gov.uk/government/news/new-action-to-improve-outcomes-for-children-with-additional-needs>

<sup>2</sup> <https://www.gov.uk/government/news/prime-minister-launches-major-review-of-post-18-education>

<sup>3</sup> <https://www.gov.uk/government/news/helping-providers-understand-implications-of-aeb-devolutiondelegation-from-2019-to-2020>

<sup>4</sup> <https://epi.org.uk/publications-and-research/school-funding-pressures/>

<sup>5</sup> <https://www.gov.uk/government/news/damian-hinds-sets-out-plans-to-help-tackle-teacher-workload>

<sup>6</sup> [https://epi.org.uk/wp-content/uploads/2018/03/Access\\_to\\_Special\\_Schools\\_EPI.pdf](https://epi.org.uk/wp-content/uploads/2018/03/Access_to_Special_Schools_EPI.pdf)

<sup>7</sup> <https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news-parliament-2017/quality-of-apprenticeships-and-skills-launch-17-19/>

<sup>8</sup> <https://publications.parliament.uk/pa/cm201719/cmselect/cmpubacc/460/46002.htm>

<sup>9</sup> <https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news-parliament-2017/alternative-provision-evidence-17-191/>

<sup>10</sup> <https://www.gov.uk/government/consultations/integrated-communities-strategy-green-paper>

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# Young People's Education and Skills Operational Sub-Group

Latest participation, NEET and activity 'not known' statistics Item: 6(b)

Date: 13 April 2018

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## 1 NEET and Not Known Scorecard

1.1 The summary of each borough's position in the Comparative NEET Scorecard for February<sup>1</sup> 2018 is shown below. The RAG Rating relates to boroughs' position in the national league table and is divided into quintiles.

Figure 1: 16 to 17 year-olds academic age NEET and 'not known' (NCCIS, February 2018)

	Academic age 16-17						
	NEET	NEET % NEET / (cohort - 710 - 720)	Not known	% not known NK / (cohort - 710 - 720)	NEET and NK	% NEET and NK (NEET + NK) / (cohort - 710 - 720)	Quintile
<b>ENGLAND</b>	<b>31,408</b>	<b>2.8%</b>	<b>30,692</b>	<b>2.7%</b>	<b>62,100</b>	<b>5.5%</b>	
<b>LONDON</b>	<b>3,129</b>	<b>1.8%</b>	<b>4,405</b>	<b>2.6%</b>	<b>7,534</b>	<b>4.4%</b>	
Barking and Dagenham	188	3.4%	36	0.6%	224	4.0%	2
Barnet	134	1.8%	97	1.3%	231	3.1%	1
Bexley	90	1.5%	89	1.5%	179	3.0%	1
Brent	107	1.4%	124	1.7%	231	3.1%	1
Bromley	109	1.6%	39	0.6%	148	2.2%	1
Camden	81	2.6%	38	1.2%	119	3.8%	2
City of London	-	0.0%	-	-	-	0.0%	
Croydon	226	2.5%	395	4.4%	621	6.9%	5
Ealing	87	1.2%	69	0.9%	156	2.1%	1
Enfield	110	1.3%	412	5.0%	522	6.3%	4
Greenwich	111	1.9%	100	1.7%	211	3.7%	2
Hackney	97	1.9%	114	2.2%	211	4.0%	2
Hammersmith and Fulham	29	1.2%	10	0.4%	39	1.6%	1
Haringey	107	2.0%	427	8.0%	534	10.0%	5
Harrow	51	1.0%	38	0.7%	89	1.8%	1
Havering	107	1.8%	61	1.0%	168	2.9%	1
Hillingdon	163	2.4%	191	2.8%	354	5.2%	3
Hounslow	129	2.3%	130	2.3%	259	4.6%	3
Islington	35	1.0%	45	1.3%	80	2.4%	1
Kensington and Chelsea	29	2.1%	39	2.8%	68	4.8%	3
Kingston upon Thames	49	1.6%	32	1.0%	81	2.6%	1
Lambeth	78	1.4%	451	8.1%	529	9.5%	5
Lewisham	142	2.3%	175	2.9%	317	5.2%	3
Merton	61	1.6%	34	0.9%	95	2.5%	1
Newham	143	1.7%	241	2.9%	384	4.7%	3
Redbridge	121	1.6%	118	1.6%	239	3.2%	1
Richmond upon Thames	56	2.0%	48	1.7%	104	3.6%	1
Southwark	93	1.8%	259	4.9%	352	6.6%	5
Sutton	74	1.7%	70	1.6%	144	3.2%	1
Tower Hamlets	157	2.8%	141	2.5%	298	5.4%	4
Waltham Forest	78	1.3%	81	1.4%	159	2.7%	1
Wandsworth	53	1.4%	269	6.9%	322	8.2%	5
Westminster	34	1.4%	32	1.3%	66	2.7%	1

## 2 16 and 17 Year Old Participation in Education and Training (June 2017 - latest available from the [Department for Education](#)<sup>2</sup> (DfE))

- 2.1 On 12 October 2017, the DfE published 16 and 17 year old participation data that highlights where participation is rising, static or falling. The data also provides a breakdown by type of participation, age, gender and ethnic group. The report contains information up to June 2017. The next update was due in March 2018, but has not been published on gov.uk.
- 2.2 London's participation in June 2017 was 94.2 per cent, an improvement of 1.1 percentage points from the previous June and a small decrease of 0.2 percentage point from the March 2017 position.
- 2.3 London's participation was 2.8 percentage points above the national figure (see Table 1). The majority of 16 and 17 year olds in London (88.7 percent) were participating in full-time education and training, which is 5.2 percentage points higher than the national figure; although a smaller proportion than nationally were participating in Apprenticeships and employment combined with study (see Table 2). The percentage participating at age 16 in London was higher than those participating at 17 by 3.5 percentage points (see Table 3) – please note: Although the participation rate between June 2016 and June 2017 increased or was broadly static in the majority of London local authorities, it decreased in eight boroughs and the largest decrease was 1.6 percentage points.

Table 1: Participation - percentage over time: proportion of 16-17 year-olds in education and training, June 2017 (source DfE)

Region	Jun 2016	Dec 2016	Mar 2017	Jun 2017	Percentage point change in the last 12 months	
England	91.0%	91.4%	92.1%	91.4%	0.4	⬇️
London	93.1%	92.5%	94.4%	94.2%	0.1	⬇️

Table 2: Participation - percentage by type of activity, June 2017 (source: DfE)

Region	Proportion of 16 and 17 year olds recorded as participating in:						
	Full-time education and training	Apprentice ship	Work based learning	Part time education	Employment combined with study	Other	Total
England	82.5%	6.7%	1.0%	0.1%	0.8%	0.2%	91.4%
London	88.7%	4.5%	0.6%	0.0%	0.3%	0.1%	94.2%

Table 3: Participation - percentage by age and gender, June 2017 (source: DfE)

Region	Percentage 16 year olds recorded as participating in education or training			Percentage 17 year olds recorded as participating in education or training		
	Female	Male	Total	Female	Male	Total
England	94.9%	93.5%	94.2%	89.8%	87.6%	88.7%
London	96.7%	95.3%	96.0%	93.8%	91.2%	92.5%

## 4 16-24 NEET Statistics Quarterly Brief (SFR13/2018 dated 1 March 2018, Quarter 4 [October to December 2017] – latest available from [gov.uk](#))<sup>3</sup>)

- 4.1 Both the volume and percentage of 16 to 24 year olds who were NEET in Quarter 4 of 2017 in London have decreased since the same quarter last year and since Quarter 3 (see Table 4).
- 4.2 The percentage of 18 to 24 year olds who were NEET in Quarter 3 of 2017 in London has also decreased since last year and increased since Quarter 2 – and the same is true of 19 to 24 year-olds who were NEET.

Table 4: Estimated number and proportion of 16-24 year-olds NEET (SFR13/2018)

Region	Quarter 4							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	786,000	13.1%	692,000	11.6%	671,000	11.3%	649,000	11.1%
London	101,000	11.0%	92,000	9.9%	110,000	11.7%	98,000	10.4%

Figure 2: Comparison between 16-24 NEET in London and England over time (SFR13/2018)

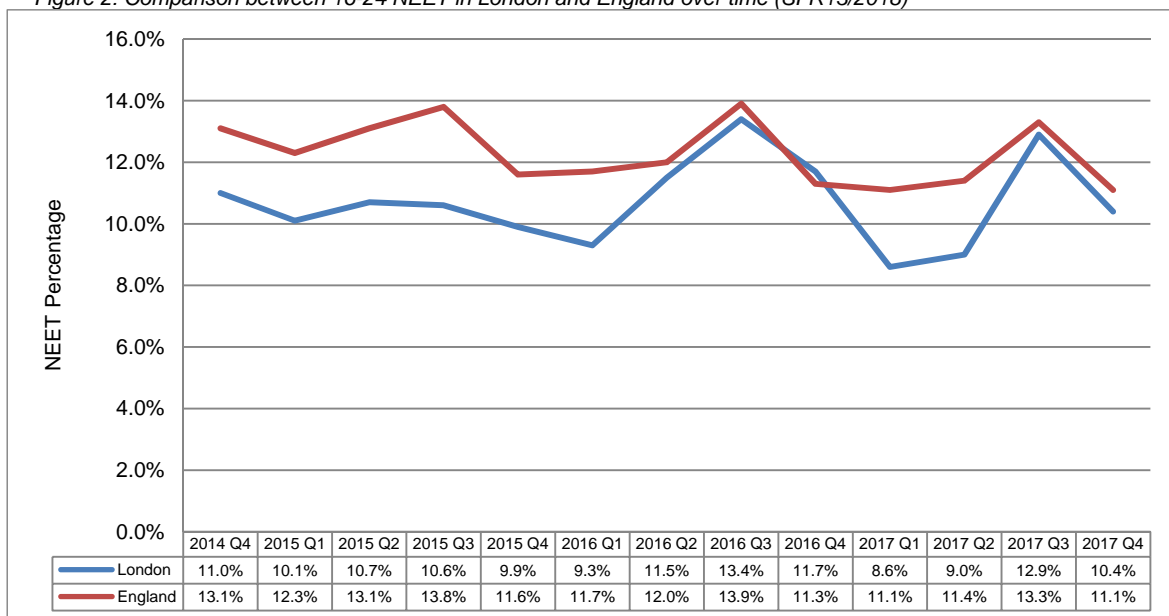


Table 5: Estimated number and proportion of 18-24 year-olds NEET (SFR13/2018)

Region	Quarter 4							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	737,000	15.5%	652,000	13.7%	616,000	13.0%	607,000	12.9%
London	96,000	13.1%	84,000	11.3%	102,000	13.4%	94,000	12.5%

Table 6: Estimated number and proportion of 19-24 year-olds NEET (SFR13/2018)

Region	Quarter 4							
	2014		2015		2016		2017	
	Volume	%	Volume	%	Volume	%	Volume	%
England	653,000	15.9%	571,000	13.8%	551,000	13.4%	538,000	13.2%
London	87,000	13.5%	74,000	11.4%	90,000	13.6%	85,000	12.7%

<sup>1</sup> The [National Client Caseload Information System](#) (NCCIS) is a gateway for local authorities to access and submit performance data and information to the Department for Education regarding the participation of 16-18 year olds in education, employment and training. Data sourced from NCCIS relates to February 2018. This report is based on recording and reporting requirements that came into effect on 1 September 2016. The most evident impact of these changes is that there are no longer monthly data available through NCCIS on 18 year olds who are NEET or whose activity is not known. It is not possible to compare data upon which earlier reports were based with the data used in this (and subsequent) reports. Comparisons over time shown here are from published data or data that has been recalculated on the basis of the revised guidance and available through NCCIS

<sup>2</sup> The DfE uses information from the NCCIS to estimate the number and proportion of young people participating in different types of education and training in each local authority area. The figures are intended to support local authorities to track their participation performance and their progression to achieving their Raising the Participation Age (RPA) goals <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

<sup>3</sup> The 16-24 NEET Statistics Quarterly Brief combines the Participation Statistical First Release, the Quarterly Labour Force Survey and 16-18 NEET statistics from NCCIS to create a profile of the NEET 16-24 age group. The next update is due around 25 May 2018.

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