



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL /
CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT
TALBOT**

**Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet
Addysg, Sgiliau a Llesiant**

13th April 2023

Report of the Head of Education Development

Chris Millis

Matter for Information

Wards Affected: All Wards

Report Title:

Young People Not in Education, Employment or Training (NEET)
Update Report 2023

Purpose of the Report:

To inform Members of the work carried out with young people who are Not in Education, Employment or Training (NEET) or those young people who are at risk of becoming NEET on leaving school.

Executive Summary:

The NPT Youth Engagement Strategy 2013-2023 sets out a multi-agency approach to ensuring young people's engagement in education, employment or training (EET). The strategy takes into account Welsh Government's Youth Engagement and Progression

Framework (YEPF). Strategic responsibility lies within the Education Directorate and operational responsibility for implementation of the Framework lies with the Youth Service led by the Youth Engagement & Progression Co-ordinator.

Neath Port Talbot Youth Service focusses its work in two areas; Year 11 leavers' transition and support for 16-18 year olds. The work is funded through three external grants; the Welsh Government's Children and Communities Grant and Youth Support Grant as well as the UK Government's Shared Prosperity Fund. The Children and Communities Grant and Shared Prosperity Fund together provide the Legacy Team who support young people who are at risk of becoming NEET when they leave school. This work takes place in schools and in the community, with young people identified by their schools and partners as being at risk of disengagement.

The Youth Support Grant and Shared Prosperity Funding together provide Post 16 youth workers who find young people whose status is unknown to Careers Wales to determine their current EET status and support young people who are known to be NEET and are either not ready or are unable to enter EET.

Partnership working with Communities for Work, Careers Wales and Job Centre Plus, who also have a shared goal of supporting NEET young people, is a strong aspect of the work.

Background:

Work with School Leavers

The Legacy Team consists of 0.5 Senior Youth Officer, a Team Leader and 5.5 x Youth Workers. Legacy Youth Workers are present in all secondary schools approx. 2 days a week as well as working in an outreach capacity to support young people educated in alternative settings. As part of the YEPF, NPT employs a Vulnerability Assessment Profile (VAP) to aid identification of those pupils that may require enhanced transition support.

Legacy Youth Workers work with young people identified by their schools and partners as being at risk of disengagement. They work in partnership with the schools and Careers Wales to support young people throughout the school year and beyond. They stay in touch with young people throughout the summer period and into the autumn tracking their progress over the transition period from leaving secondary school to entering further education, work based learning or employment.

The team adopt a person- centred caseload approach to their work and engage with the young people who are having difficulties transitioning for a range of reasons. They are currently supporting young people who are experiencing difficulties with their transition for a range of reasons for example; pregnancy/motherhood, anxiety and depression, low confidence and self-esteem, additional learning needs and poor physical health. There are also some young people who are reluctant to take up any post 16 opportunity and have refused support.

Upon leaving school, young people enter the Careers Wales Five Tier Model (please see **Appendix 1**), which categorises young people according to their level of engagement with EET. This process is carried out in conjunction with Careers Wales undertaking an annual survey of school leavers on behalf of Welsh Government, which measures performance by Local Authority in pupils making a successful transition to a Post 16 destination. This Destinations Survey is a snapshot in time and is taken on October 31st each year.

The 2021 Destinations Survey showed that the NEET figure (in Tiers 2 and 3) for Neath Port Talbot was 2.4% of school leavers (39 young people). Whilst this meant that NPT was ranked 20th in Wales for the percentage of school leavers known to be NEET on the day of the survey, NPT was also ranked second in Wales for having the fewest young people, in percentage terms, whose status was unknown (Tier 1). Overall, NPT was 11th for the percentage of young people in Tiers

1-3. In recent years, NPT has performed at better than the Welsh average (please see **Appendix 2**).

If the Legacy Team are unable to transition the young people into an EET destination by October 31st then they hand the young person over to either the Youth Service's Post 16 team or Communities for Work teams.

Work with Post 16's

The Careers Wales Five Tier Model is also used to categorise the level of EET engagement of young people throughout Years 12 and 13 (16-18 year olds). The Youth Service is responsible for Tier 1 and works with partners, primarily C4W, to support young people who are NEET and in Tier 2. It is the remit of Careers Wales to work with young people who are NEET and in Tier 3 (please see **Appendix 3**). Within the Youth Service, the post 16 support is provided by the Youth Support Grant funded Youth Engagement & Progression Team consists of the Engagement & Progression Coordinator, a Senior Youth Officer and 2 x Keeping in Touch Youth Workers as well as an SPF funded Team Leader, Data & Finance Officer and 6 x SPF Horizons Youth Workers.

Tier 1 Work

This part of the work involves receiving referrals for young people that Careers Wales have lost contact with and so are unable to assess their level of engagement with EET. The Youth Service attempts to make contact by virtual means as well as carrying out home visits. On contact, young people are offered support should they need it. Careers Wales are updated so that the young person can be moved into an appropriate and accurate tier.

In 22/23 NPT was ranked 3rd in Wales for Tier 1 performance with an average of less than 1% of young people being in this tier.

Tier 2 Work

This part of the work involves working with young people who have left education and have been identified as being NEET using the Careers Wales Five Tier Model. The young people supported in Tier 2 require personal intensive support and often have significant barriers which can hamper engagement. Partnership working between the youth workers and specialist support agencies is vital to address and reduce the obstacles they face. The staff liaise closely with Careers Wales, Job Centre Plus, Colleges, Work Based Learning Providers, Youth Justice, Children's and Social Services to provide individuals with bespoke post 16 support.

In 22/23 NPT was ranked 20th in Wales for Tier 2 performance with an average of 3% of young people being in this tier.

Job Centre Plus (JCP)

Partnership working with JCP is a strong aspect of the work undertaken by the Youth Service. Feedback from Job Centre staff and management has been extremely positive with the service being viewed as invaluable to them and the young people.

The aim of the work with JCP is to support young people aged 16-18 to overcome any barriers they have to entering employment. Young people are supported by the team to develop their employability skills, increase confidence and access other youth support services to enable them to address their needs. The type of support provided includes work related training, sign posting, helping with work experience and volunteering placements, CV writing, interview techniques, job search and opportunities to look at local labour market information and providing general advice and support. Young people of this age that access JCP support often have additional support needs, for example they may be living independently from their families and require support with housing related matters.

Case Studies

The success in youth work engagement is best demonstrated by case studies and **Appendix 4** includes case studies from the Post 16 and Legacy Teams.

In conclusion Members are requested to note the following:
The improvement in reducing the number of Year 11 NEET young people in Neath Port Talbot from 4.4% in 2013 to 2.4% in 2021.

The effort in tracking young people to reduce the number of year 11 school leavers whose status is unknown from 0.7% in 2016 to 0.1% in 2021.

We still have higher than the Welsh average year 11 leavers who become NEET young people, although the gap has narrowed.

The effective partnership working with Job Centre Plus and Careers Wales.

The effective use of external grants focusing on working with NEET and at risk of NEET young people.

The work on reducing the number of NEET young people aged 16-18 across Tiers 1 - 3. Combined figures have reduced from 389 young people in August 2015 to 170 young people in August 2022.

Significant number of young people have been in Tier 2 for 90+ days and face complex barriers to entering EET.

Financial Impacts:

There are no financial impacts in relation to this report but Members should note that the NEET support is solely funded through external grants:

The Youth Support Grant is a Welsh Government grant until 31st March 2025.

The Children's and Communities Grant is a Welsh Government grant until 31st March 2025.

The Shared Prosperity Fund is a UK Government grant until 31st March 2025.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes.

Valleys Communities Impacts:

This impacts all wards.

Workforce Impacts:

There are no direct workforce or staffing issues in relation to this report.

Legal Impacts:

There is no legal impact in relation to this report.

Risk Management Impacts:

There is no identified risk to this report.

Consultation:

Not applicable.

Recommendations:

The report be noted.

Reasons for Proposed Decision:

Matter for information. No decision required.

Implementation of Decision:

Matter for information. No decision required.

Appendices:

Appendix 1: Careers Wales 5 Tier Model

Appendix 2: Year 11 Destination Graph Tiers 1, 2, 3

Appendix 3: Young People Aged 16-18 Tiers 1, 2, 3

Appendix 4: Case Studies

List of Background Papers:

N/A

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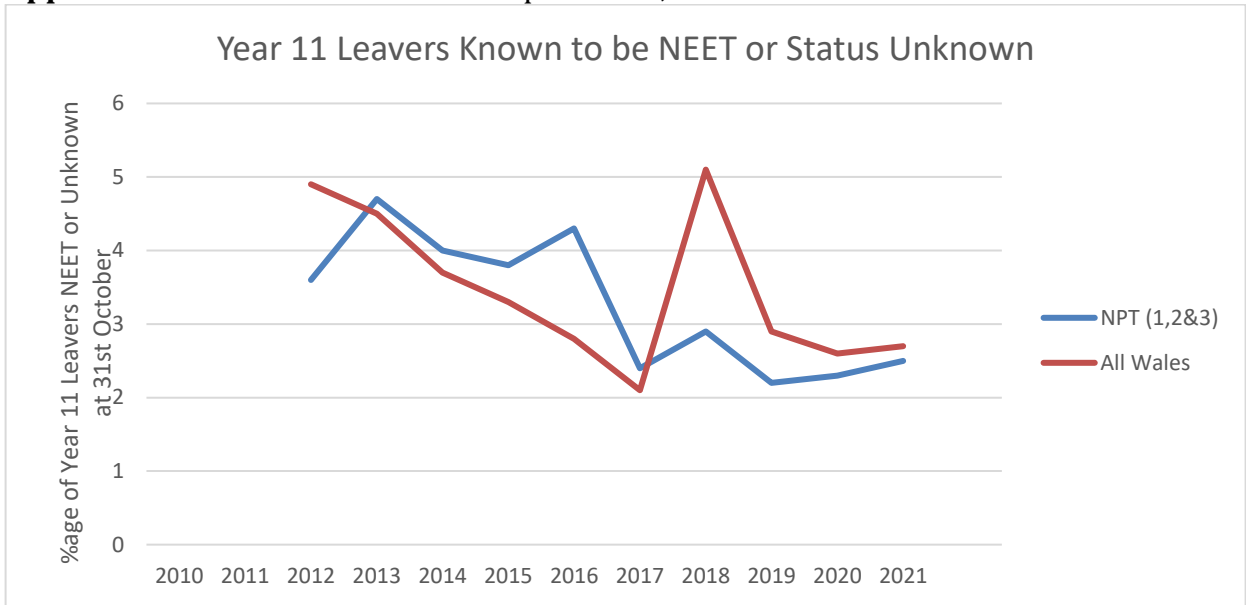
Appendices

Appendix 1 - Careers Wales 5 Tier Model

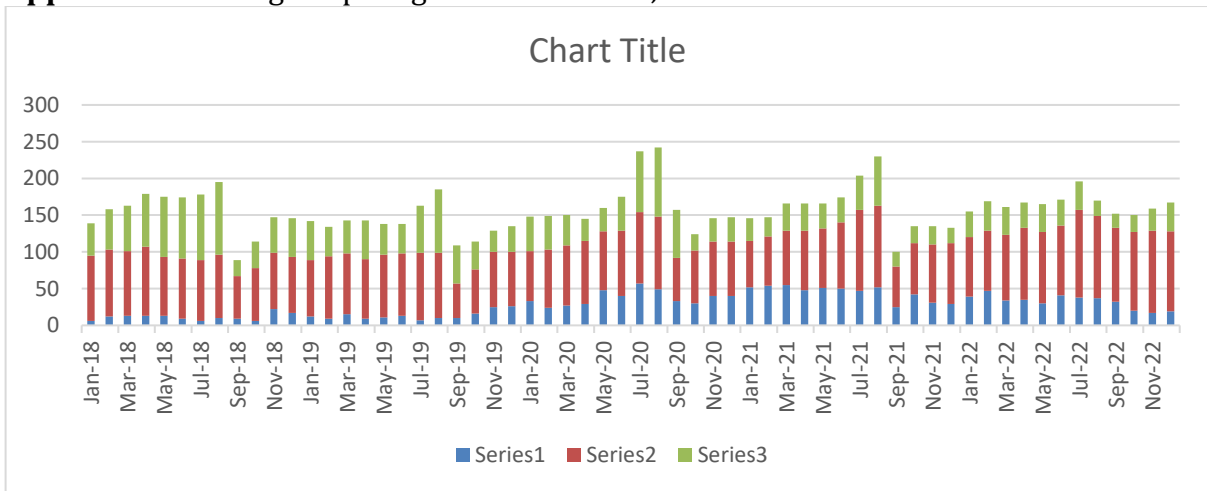
Figure 6: The Careers Wales five tier model of engagement (for post-16) and allocation of lead workers

Tier	Client group	Lead worker
Tier 5 Young People in Further Education, Employment or Training (EET)	<ul style="list-style-type: none"> Sustaining education, employment or training (EET). Working or studying part time over 16 hours. Voluntary Work. 	<ul style="list-style-type: none"> No lead worker is judged necessary given that young person is already engaged and not judged to be at risk of disengaging.
Tier 4 Young People at risk of dropping out of EET	<ul style="list-style-type: none"> Those engaged in less than 16 hours of EET. Those who have been identified at risk of disengagement pre-16 and/or were judged as at risk of not making a positive transition who are subsequently in FE, sixth form or training. Those who have been made aware to CW by EET providers (or themselves) as at risk of dropping out of EET. 	<p>Allocation of lead worker depends on level of risk.</p> <ul style="list-style-type: none"> Low and medium risk – provider pastoral systems and/or allocation of learning coach as a lead worker. High risk – may be allocated lead worker from either Youth Service or Careers Wales or if Families First involved Team Around the Family will decide allocation of lead worker.
Tier 3 Unemployed 16 and 17 year olds known to Careers Wales	<ul style="list-style-type: none"> Engaged with CW and/or known to be actively seeking EET; either ready to enter EET, or assessed as requiring career management or employability skills support to enter EET. This tier should also include those known to CW, actively seeking EET but not requiring CW enhanced support i.e. accessing support via CW.com, awaiting a college start date etc. 	<ul style="list-style-type: none"> Lead worker identified for 100% cohort. Careers Wales will provide the lead worker in nearly all cases.
Tier 2 Unemployed 16 and 17 year olds, known to Careers Wales, who are not available for EET	<ul style="list-style-type: none"> Young person not available/ unable to seek EET (sickness, young carers, pregnancy, custody). Young people with significant or multiple barriers requiring intensive personal support. 	<ul style="list-style-type: none"> Lead worker identified for 100% cohort. Youth Service will provide lead worker in nearly all cases.
Tier 1 Unknown status on leaving Careers Wales services	<ul style="list-style-type: none"> Young people unknown to Careers Wales. 	<ul style="list-style-type: none"> Once individuals are identified they are allocated to appropriate tier and allocated a lead worker accordingly.

Appendix 2 - Year 11 Destination Graph Tiers 1, 2 & 3



Appendix 3 - Young People Aged 16-18 Tiers 1, 2 & 3



Appendix 4 - Case Studies

Legacy Participant Case Study	
Participants:	Pupil A
Youth Worker:	Michelle
<p>When the youth service Legacy Team first reached out to pupil A, she had not attended school for 3 years. To begin with the youth worker struggled to get her to engage with support due to her exceptionally low confidence and not answering calls or the door during home visits.</p> <p>The youth worker then began working with As mother about the issues A has and her struggles. Pupil A is autistic and has lots of health issues, she has an assistance dog, that helps keep her calm when she gets anxious. The school refused to have the dog in school as they didn't have a risk assessment in place to have a dog in school. The youth worker tried speaking the school to see what could be done to allow the support dog in school but unfortunately this couldn't be agreed upon. Although A hadn't been attending school she still wanted to sit her exams, but due to her attendance issues the school didn't see any point in this as she wouldn't pass them. The youth worker then spoke to the exam board about pupil A sitting her exams and asked if she could bring the dog in to sit these with her, they agreed she could do this after school.</p> <p>The youth worker was then contacted by the exam board to say the school had declined the dog going into the school. This left pupil A and the youth worker feeling frustrated as A felt that she was not receiving her education or any support all because of her assistance dog which felt was completely unfair.</p> <p>The youth worker then arranged for pupil A to do A's exams off school property and booked a room to facilitate this happening. Pupil A then sat her exams and we also went to the college to see if her assistance dog would be allowed on the premises, again this had never been done prior so they would need to look at risk assessment etc.</p> <p>The college were able to facilitate this and A eventually enrolled in college with her dog. We feel this was a huge challenge but together with the support of the college we succeeded and this will now be helpful to other future students who need assistance dogs.</p>	

Next Steps Participant Case Study	
Participants:	YP B
Youth Worker:	Emma
<p>Young person B was very anxious when the youth worker started working with her and would only communicate over the phone. However, the youth worker managed to build up a relationship with her which led to meeting in person and from that point they started to look at various activities she could engage with on Next Steps with the Youth Service.</p> <p>She attended the open day at the Tir Morfa Centre, which was a huge achievement considering she finds new situations overwhelming and suffers with anxiety. She also met with her youth worker at the Job Centre to look at composing a CV and this is where they discussed Work-Based Learning due to her having no work history to put on the CV. After this discussion the youth worker arranged to take Young person B to local training provider Skills & Training so that they could explain what Work-Based Learning entails and then took her for interview with Working Wales to complete a training referral.</p> <p>Young person B then started with Skills & Training on 12th October, which she would never have had the confidence to do if she had not been on Next Steps programme with the Youth Service. Young person B was put into a work placement and is progressing positively with her placement employer. The youth worker has checked in with Young person B since starting training and it is evident that she is thriving, which is a pleasure to see.</p> <p>The positive intervention from the Youth Worker and Next Steps provision helped to improve the Young Person's motivation, confidence and life skills. This Young Person has made a positive change with her newly found skills and is thriving within the work placement.</p>	

Keeping in Touch (KIT) Participant Case Study

Participants:	YP C (pronoun they or them)
Youth Worker:	Dean
<p>Young Person C was allocated to the youth service Keeping in Touch Team back in November 2022 and the service had information from Mum that they had been severely bullied during their time at secondary school and this was regarding their sexuality/ gender preferences. This had a massive impact on young persons C's life and mental health and things quickly spiralled out of control with them feeling worthless and contemplating ending their own life. Young person C was also at this time starting to spend a lot of time in their room and isolated themselves even from those closest to them at home. This also manifested into a massive fear of young person C leaving the home property and spending time outside the address and, more importantly, around other people.</p> <p>During the first session with the young person C the youth worker was invited into a darkened room with very little light and awaited for young person C to arrive as they were extremely nervous and reluctant to leave their room. They did eventually come downstairs to speak to me with mum present. They were very quiet and Mum did a lot of the talking for the young person. We discussed the barriers to leaving the home address, we talked about taking things slow and seeing where we go moving forward. We agreed that we would see each other on a Friday moving forward.</p> <p>The Next session for young person C was a big ask for them as they had not left the house for several months but I suggested that we go for a small walk outside the home property and although a little reluctant we did manage to get the young person out of the house, all be it for about 10 minutes but for young person C this was a massive step in the right direction. They were still really quiet however they did disclose to me a love of space and astronomy and we had a good discussion about this. I really felt that this was another massive step forward for our bonding as a YP and Youth worker.</p> <p>We continued to do a few more walk-and-talk sessions and as each session developed so did the confidence of young person C. They were now far more likely to talk with me and were far more open about things that have happened in school and about how things are going at home. It was at this point we started discussing the New Horizon programme and I asked them if they would like to find out a bit more about it and he said yes.</p>	

For the next session, I arranged to take our Spray painting equipment up to young person C's house and invited one of the Horizon team youth workers to tell them a bit more about the project and what to expect from it. Young person C listened to what the youth worker had to say and engaged with her really well considering that she was someone outside of their direct family this was the first person they had spoken to face-to-face since meeting me a few months before. The Session went really well and young person C loved the spray painting element and produced some really good artistic space scenes.

The next major hurdle for the young person to overcome was to start leaving the home address and actually going places where there were other people. We decided together that this needed to be a slow process where they could be in control of the situation. We visited on the first occasion Asda where we had a drink in the café and a little walk around the shop just for them to feel at ease. We did similar things to this over the next few sessions and on our last session of this phase visited the village of Ystradgynlais where we were able to go into a café and young person C was able to order his own drink and pay for it while communicating with the staff member in the shop.

The biggest surprise for the youth worker within this was when the young person asked if they could go and get mum something for Mother's day. This was another big step as it was requested by the young person and led to visiting a few more shops and the young person was able to purchase a candle and other gifts for their mum for Mother's day. The distance travelled was obvious to see due to the fact that they had at first been confident enough to ask to do this but more importantly, were able to communicate with other people for the first time in a long while. They were extremely nervous but with my support, they were able to overcome this fear. We move forward to today where the young person is now taking part in the Down to Earth project with 10 other YP and is doing really well there. They are learning a lot of new skills around woodwork but more importantly than that they are able to function in a group environment with other peers for the first time since their ordeal in school. They are still very quiet and can isolate themselves at times but they are more than heading in the right direction and I am so proud of the effort they have put into making these changes and believing in the work the Youth service is doing to help them.

Although I do believe there is a long way to go for young person C we are confident that we will be able to break down barriers in the coming months and hopefully move forward into a situation where they are able to achieve their dreams.

Next Steps Participant Case Study	
Participants:	YP D
Youth Worker:	Lisa
<p>Young person D came over to the youth service Next Steps Team as a Tier 2 young person. Young person D is 17 years old and lives in Skewen. She shows traits of other learning difficulties, but has never been stated. Her main barrier is suffering from mental health-especially anxiety, to the point that it can make her sick, where she would have to take medication to prevent this daily.</p> <p>Since being in School and leaving, this has been her main barrier and stopping her from engaging in EET. The youth worker started to build a rapport with her before Christmas and really get to know her and her family home. She has a very supportive family, and has always wanted to get into something but has just been unable too, due to Mental Health. She was referred to CAMHS and has still been waiting for them to contact.</p> <p>At first young person D wouldn't come out of the house, but slowly after some visits to the home, started to build a good rapport with the youth worker and together she felt comfortable with her youth worker. The youth worker was eventually able to arrange for young person D to go to ITEC for a visit and meet some staff there, but when the day came to start she just didn't feel ready, it made her too anxious. After a discussion with the youth worker on how we can move forward, she felt that being with youth workers on Horizons was the best thing for her, as it will help to prepare her more for EET in the future.</p> <p>The youth worker continued to support the young person and started to do a few walks and then progressed going to busier areas, where they would give her some little tasks to go into shops and speak to the assistants to build on her confidence more and try to overcome being in anxious situations. She enjoyed this and was starting to feel more positive and learning to control her anxiety more. The youth worker then discussed the best coping mechanisms for her and encouraged her to start attending the activities that were available on the new SPF Horizons provision, to help her overcome her barriers.</p> <p>Young person D continues to attend various activities on Horizons (wellbeing-Down to Earth-Jobs Fair-Cinema so far) and her progress has been amazing. She has interacted well with other YP and built new friendships. She encourages others in the group to chat and come out of their shell. Her progress is brilliant, her communication and</p>	

confidence has grown. She even takes the lead sometimes within the group, as has encouraged them to meet outside of being with the Youth Service, which they have done together. It's so lovely to see the new friendships she has built and her getting her out of the house more, it's been so good for self-esteem and making her feel more positive about herself.

Young person D's long term goal was always to be a police officer, however due to anxiety she wasn't in the right place last year to attend college and she felt deflated as she didn't get enough GCSEs. Supporting her with this the youth worker has managed to refer her to a L3 Policing course with Neath College, and she has been accepted. This will start just after she turns 18 in May, and it will be over 12 weeks, one day a week. It will be mainly done online and face to face in college. The young person is so excited to do this and feels this will be great for her, as when she achieves this, she doesn't need to go to college in September, and she can just apply for the police.

Young Person D's progression with us has been wonderful to see, and we are very proud of her. She participates well and her commitment and positive attitude has shone through with us. Lovely to see her grow in confidence, building on her social skills and learning new skills along the way.