

NEET Prevention Strategy

Identifying Students at Risk

A structured approach to identify students who are at risk of becoming NEET but who do not face multiple and complex barriers to learning is used so that support programmes can be targeted effectively. This includes using a mix of 'hard' attainment data and 'softer' behavioural or attitudinal data. Additional information will be gathered from a range of staff that have direct knowledge of the identified students to further contextualise this data.

Multiple indicators are used to identify potentially NEET pupils under the categories of Structure, Attainment, Local Education Services, Personal, Attitude and Progression which are then collated. Pupils will be identified as one of these categories:

1. EAPN – Early Action Potential NEET: young people who rank highest from 4 or more of the indicator fields and therefore need a priority plan.
2. Open to Learning NEET: young people with relatively high attainment and positive attitudes to education, and thus more likely to re-engage.
3. Sustained NEET: who have multiple disadvantages and more negative attitudes to education and low attainment, and therefore are more like to remain NEET.
4. Undecided NEET: a sub-group dissatisfied with the educational and training options available, and/or their ability to access them – even if their experience and attainment means they are similar in attainment and attitude to the “open to learning” sub-category.

This will then be communicated to pupils in a transparent, non-judgemental way. The subclasses of potential NEET pupils allow for more appropriate and tailored support (see below).

Aims and Objectives

NEETs at 0%

All pupils identified as potentially NEET have a support plan which identifies the reasons they are potentially NEET as well as actions taken to prevent NEET.

Action

Support programmes will by necessity be tailored to individual needs and may take the form of peer mentoring, Teacher mentor, employer encounters for example. Where possible, similar groups of pupils will be brought together to maximise time and effort. Support programme will be synchronise with wider Academy priorities.

The support plan package for each pupil may include one or more of these avenues of possible engagement in order to prevent NEET:

1. Parents
2. Careers education
3. Role-models
4. Teaching
5. Employers
6. Avoiding stereotyping

Consideration will be given to where the activities will take place as it is important to link the learning environment to the types of activities being delivered. Where possible, a mix of structured

and informal settings will be included as delivering activities outside of the school environment can be particularly engaging. There will be dedicated time for staff to plan, prepare, deliver and manage support programme activities.

An introductory session will be provided so that students are fully informed about the programme, how it is structured, what it entails and how they will benefit. This will foster positive and trusting relationships between staff and students by setting aside adequate time for the support programme as a whole and for what each session will entail.

The details of the value, purpose and remit of the support programme will be clearly communicated to key members of staff (including senior leaders) to ensure their buy-in and to help support and encourage students' attendance and engagement with the programme. Each session will reiterate the aims of the programme to students to help them maintain their connection and engagement. This will include regular opportunities for dialogue with students to discuss progress and where they can improve through pupil voice. This can help to demonstrate to students how their continued engagement with the support programme will be beneficial to them.

Monitor and Evaluate

The support programme will have a clear exit strategy as well as a monitoring and evaluation system through pupil voice and completed transition processes.