

NLC Equality Outcome 6 – Education – Positive Destinations

Proposed Outcome

Increased opportunities for children and young people with protected characteristics to develop their employability skills to enable them to leave school with a positive destinations.

Equality Evidence/Reasoning

Boys continue to be more likely to be excluded than girls, although exclusion figures have reduced over the past 5 school sessions overall.

Exclusions are higher for disabled pupils and attainment levels are lower for disabled pupils. Although the number of exclusions for pupils registered with an Additional Support Need (ASN) is continuing to decrease (59.58% 2018-19 to 57.39% 2019/20) the service is committed to continuing to reduce this figure and this will be a main focus moving forward.

Care Experienced Exclusions

In May 2019, North Lanarkshire Council published clear guidance for establishments entitled Preventing and Managing Exclusions.

In extreme situations, if exclusion is being considered, it is important that the delegated member of staff, the Virtual School Leader and/or team around the child and parents/carers, are contacted to discuss alternatives to exclusion. This must include the child or young person's allocated social worker (if appropriate).

To this end the Virtual School have a system of recording exclusions of care experienced young people to analyse trends or patterns and assist in the reduction of exclusions for the future. Over the past five school sessions, exclusions of care experienced learners have reduced overall by 93% (158 to 11), learning days lost reduced by 93.5% (339.5 to 22) and the number of care experienced learners receiving an exclusion reduced by 88% (92 to 11).

The Virtual School team's strong partnership working with key stakeholders across the Service, to support care experienced children and young people, is impacting positively and there has been a significant reduction in exclusions of care experienced young people in the last 5 years. Since session 2019/20, there has been a:

- 93% reduction in exclusions for care experienced learners.
- 93.5% reduction in days lost due to exclusion for care experienced learners.
- 88% reduction in number of care experienced learners excluded from school.

Over the past 5 school sessions there has been,

- 100% reduction in exclusions of learners experiencing foster care.
- 96% reduction in exclusions of learners experiencing kinship care.
- 100% reduction in exclusions of learners experiencing residential care.
- 95% reduction in exclusions of learners Looked After at Home.
- 90% reduction in exclusions of learners Previously Looked After.

The model used by the Virtual School team supports capacity building across staff teams, which in turn strengthens the sustainability of supports and improves outcomes for care experienced learners.

For ASN learners, the development and integration of the We Aspire College demonstrates North Lanarkshire's creative approach to providing an inclusive educational and vocational experience for young people experiencing adversity who require a more flexible and nurturing approach to

learning. The impact of this new model and cultural shift has seen reductions in both exclusions and incidences of physical intervention for these young people (a reduction of an average of 111 exclusions pre-We Aspire to an average of 5 exclusions post-We Aspire; and a reduction from 26 physical interventions during 22-23 to 1 physical intervention during 23- 24. The incorporation of We Aspire

SEBN provisions into new purpose-built facilities within mainstream campuses provides increased opportunities for inclusion and sharing of resources and expertise.

Positive Pathways Programmes

109 young people enrolled on the PP programme. Of the 94 who completed the programme 98% entered a positive destination. 73% entering further education, employment, apprenticeships or other formal training, 27% remaining with the Pathways programme to access support from the Pathways team, Routes to Work and SDS to identify the next step on their career pathway.

Work has commenced to embed skills framework with Careers Education Standard.

The development of a career progression pathway which provides the opportunity for progression from Modern Apprenticeship (SVQ 2 and 3) to Learning Assistant (NLC4 grade), to Enhanced Support Assistant (ESA, NLC7 grade) is beginning to support the Service to build a workforce for the future, creating increased opportunities for young people and new staff members.

5 SVQ3 MAs were supported during academic session 2023/2024.

5 young people were employed as Learning Support Assistants (NLC2) in session 2023/24

We would like to invite you / your organisation to comment on this proposed outcome by completing the questionnaire linked below, or you can access this via the QR Code.

The questionnaire will be 'live' until 20 December. We will then gather all views submitted and finalise our outcomes and related actions and measures before publishing in April 2025.

If you would like more information or would like to comment in a different way, then please email equality@northlan.gov.uk

Link to Questionnaire: <https://forms.office.com/e/zWgW5mPAyf>

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