Intervening on NEET

Somerset Statistics: Increased NEET Risk for Specific Groups

Carers **2.5 x** more likely

SEND/ Health need **4 x** more likely

Youth Offending Team **7.5 x** more likely

In care **5.5 x** more likely

Care-leavers **13 x** more likely

Teenage parents **25 x** more likely

SW England identified as having highest rates of persistent absence from school (Feb 2023)

Research Project Overview and Outputs

Phase 1
Understanding NEET

- 11 Settings
- 78 participants
- Literature Review
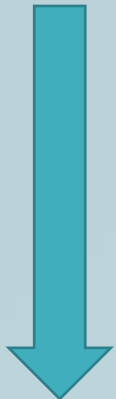
Comprehensive model of risks to NEET

Phase 2
Developing Interventions

- Variety of education settings
- Across 5 nations

Handbook of 13 intervention strategies

Phase 3
Trialling & evaluating Interventions

- 11 Settings
- 110 participants
- Tailor interventions for each setting

Identified a 'Pathway to Change' – 5 mechanisms

NEET: A Comprehensive Framework of Risk Factors

For further exploration of this contrast see our paper in the Journal of Youth Studies

Structural factors

Institutional features

Social relationships

Family circumstances

Personal challenges

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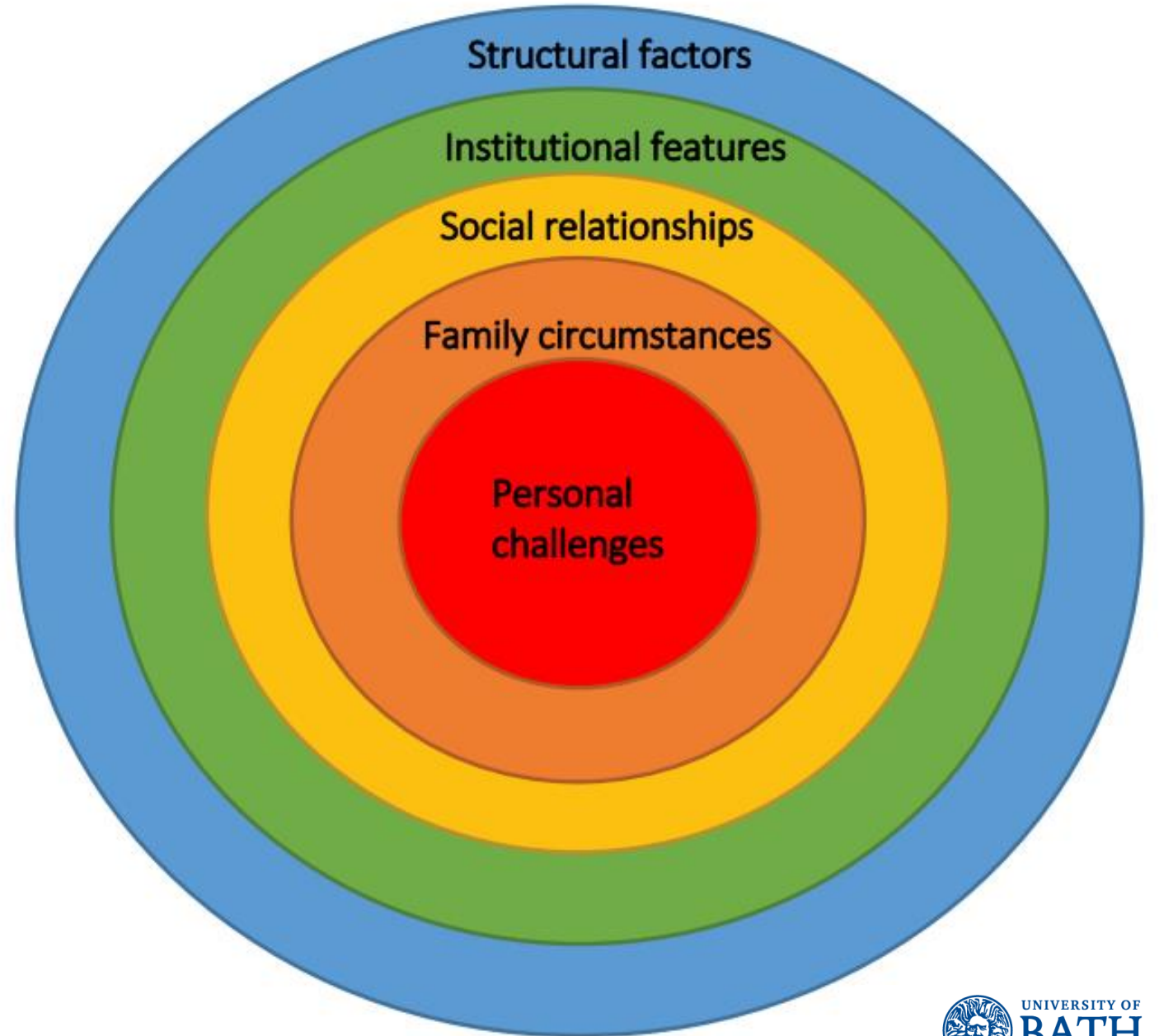
Toolkit:

Case Study/ Risk Review Tool

Risk Category	Risk Factors	Interaction with risks in other categories	Support in place to meet these needs (identify gaps)	Actions and Provisions to address needs
Structural Factors (economic challenges, policies, educational system)				
Institutional features of school/work				
Social relationships				
Family Circumstances				
Personal Challenges				

'Case'

Think of a 'case' young person who is NEET or at risk of NEET

Describe their situation and challenges

Talk through the risks they face in each category

Discuss how these risks are interlinked

Pathway to Change:
5 Mechanisms for Effectively Tackling Early School Leaving and NEEThood

Affiliation: Ceri Brown, Alison Douthwaite, Nicola Savvides,
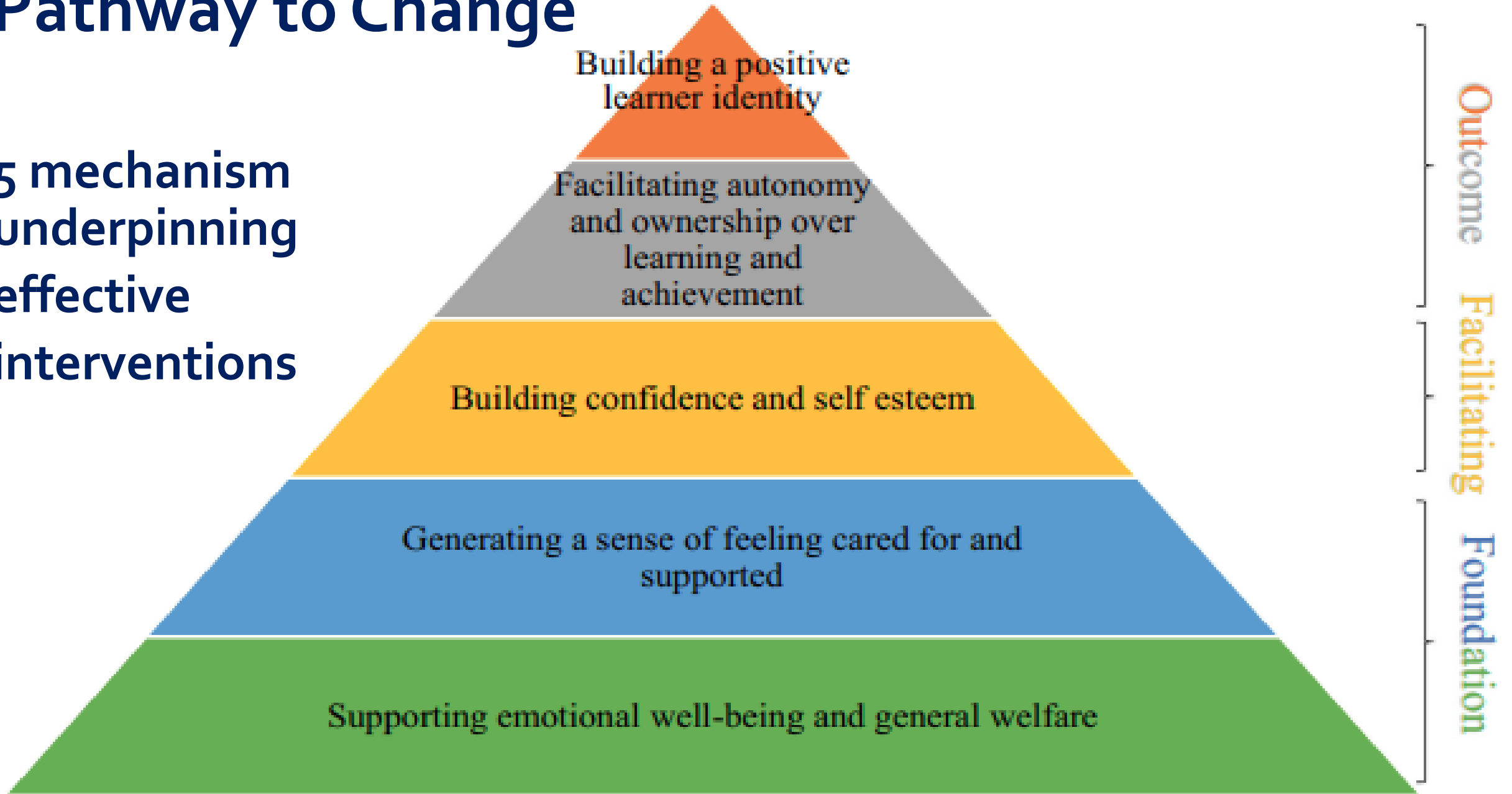Ioannis Costas Batlle, Dept of education, University of Bath,
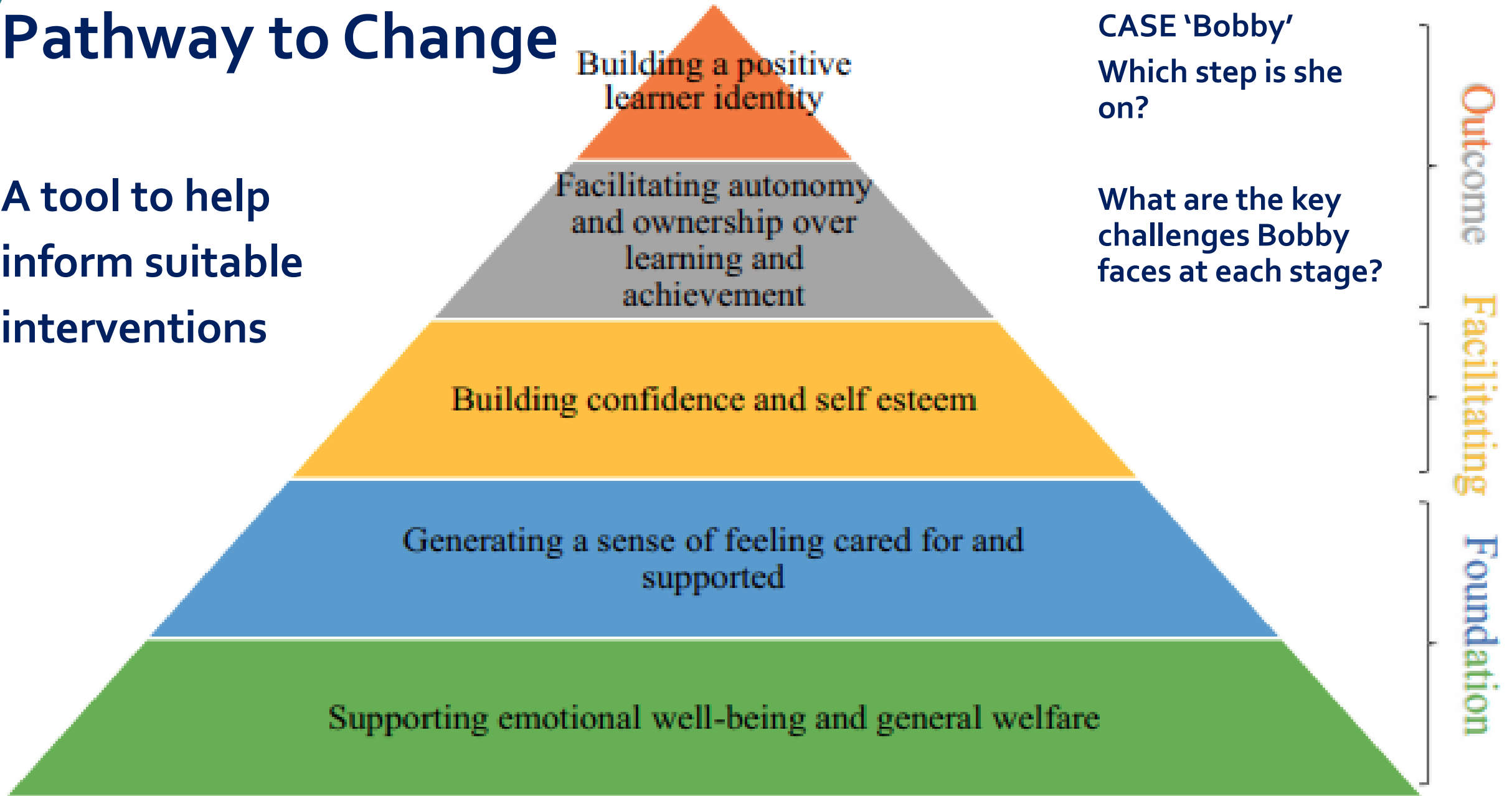as part of the Orienta4YEL study

'Bobby'

- Year 12 learner – college drama course
- Only physically disabled learner on her course personal care, powered wheelchair user.
- Adopted - some attachment issues
- Self-harm, body image and mental health challenges exacerbated by lockdown
- Mum's painful back condition from supporting B over the years means home support with personal care is challenging
- B feels guilty about physical toll she puts on her Mum
- Father has little involvement in supporting B. He feels unable to cope with B's emotional outbursts and meltdowns and finds emotional behaviour embarrassing
- Transport challenges: limited bus service from village. Family has no wheelchair accessible vehicle. B is entitled to transport but LA unable to source accessible taxi
- Care agency staff cannot offer support before 7am
- Bus to access college leaves village at 7.20am
- To travel in carer's car B must use manual chair, losing independence at college
- Rehearsals for performance are in evenings –no bus service back to village
- Accessible toilets on campus are far way from learning space.
- Support staff at college encourage B to use manual chair permanently because it is 'easier' for personal care – the fit in the cubicle of the nearby toilet.
- B struggles to fit in with peers on her course and cannot hang out after college because must rush to bus
- Upset that the selected dance element of the course focused on tap-dance (as opposed to modern/ ballet/ others with more scope for upper body work)
- B feels unwanted, misunderstood, lonely and unhappy at college. She has emotional outbursts each Sunday and at the end of holidays, straining relationships at home.

Pathway to Change

A tool to help inform suitable interventions

Building a positive learner identity

Facilitating autonomy and ownership over learning and achievement

Building confidence and self esteem

Generating a sense of feeling cared for and supported

Supporting emotional well-being and general welfare

CASE 'Bobby'
Which step is she on?

What are the key challenges Bobby faces at each stage?

Outcome

Facilitating

Foundation

Your 'Case'

Where does your case sit on the model?

What are the key challenges they face at each stage?
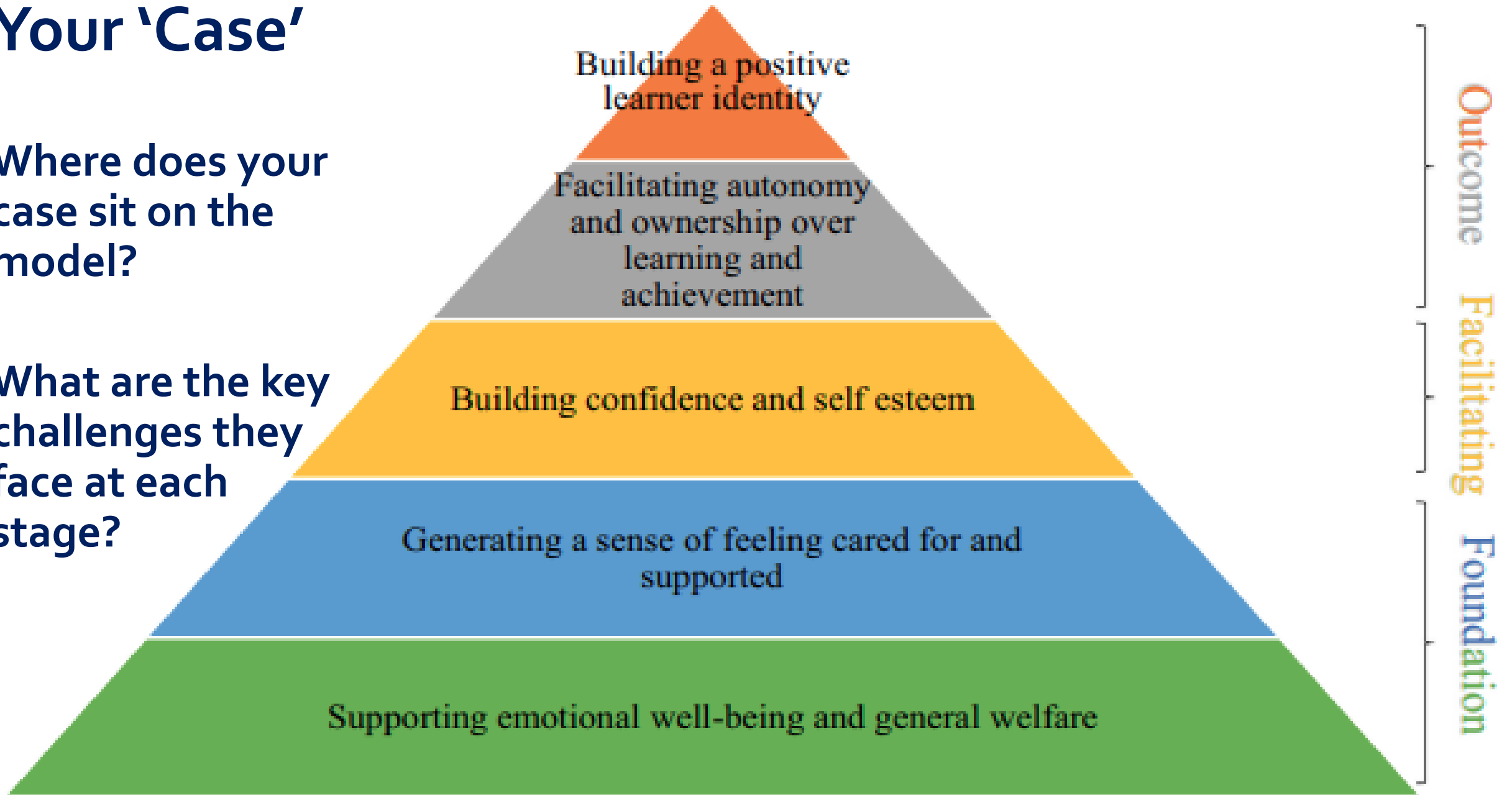
Targeting Intervention and the Pathway to Change

Building a positive learner identity

Facilitating autonomy and ownership over learning and achievement

Building confidence and self esteem

Generating a sense of feeling cared for and supported

Supporting emotional well-being and general welfare

Outcome

Facilitating

Foundation
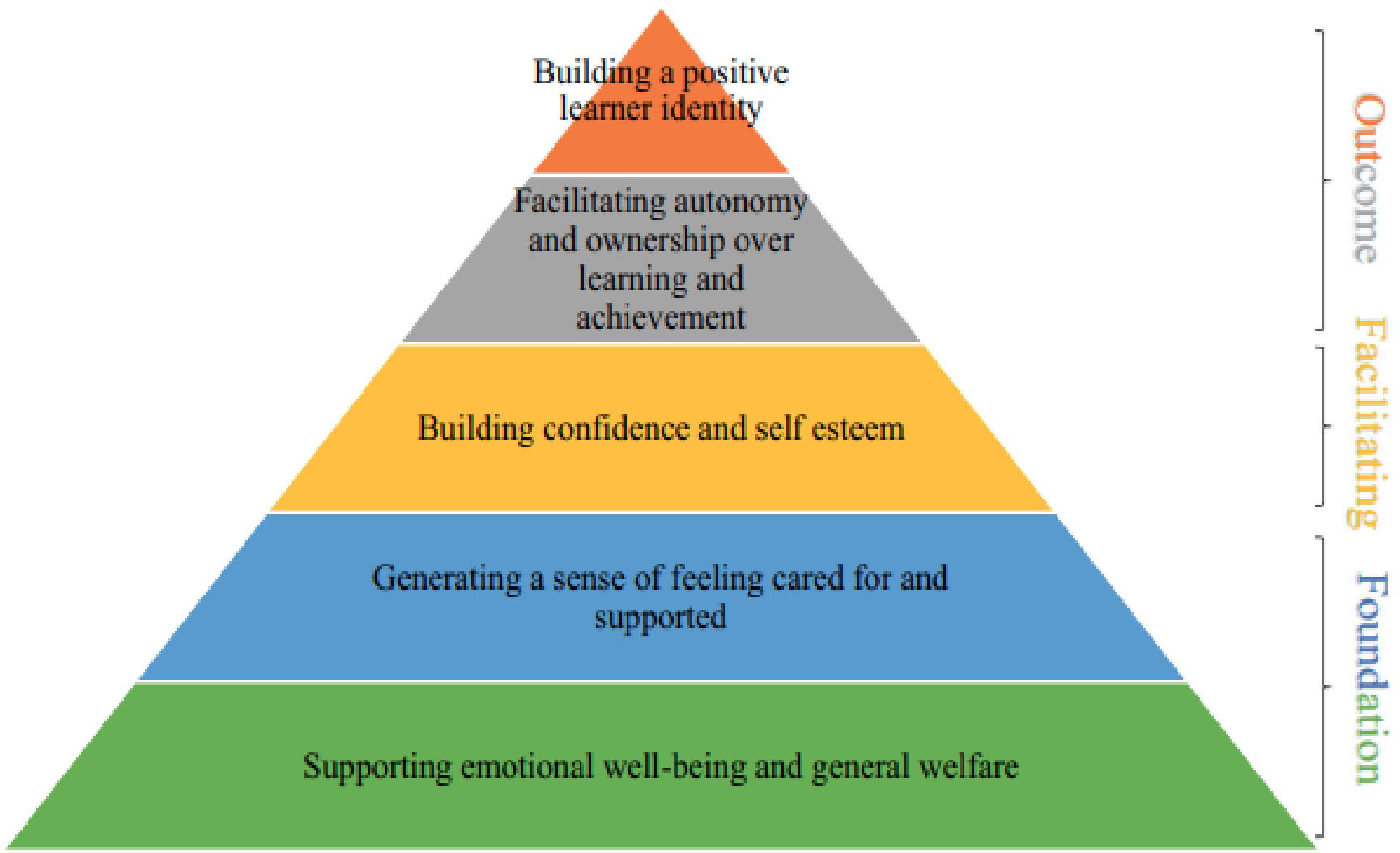
Depending on the severity of the disengagement/ trauma, young people may be at different steps on the pathway.

- Somerset Works tends to focus on yellow, grey, orange tiers (less intensive)

- Somerset Partnership College look to work ALLthe way through , touching on blue and green and leading on to EET

Distance Travelled Scale:

0 Not Engaging	1 Enrolled and Engaged	2 Engagement in Home	3 Confident to leave home with Advocate	4 External Engagement	5 The "What Next?" Question	6 EET Planning	7 Exit with Outcome
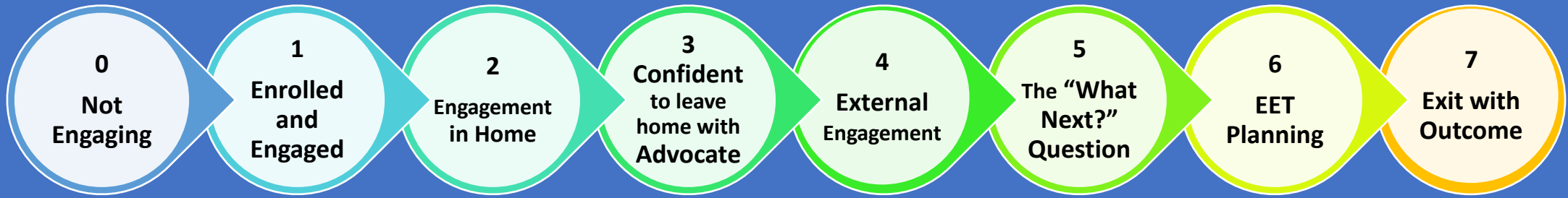
"Support of Journey" Map:

SomersetWorks Referral
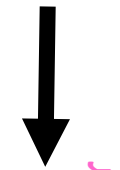
SomersetWorks Transition Co-ordinator

SomersetWorks Partnership College

Advocate matched
- Build relationship
- Hold the HOPE

What's the dream?

What's in the way?

SWPC Partner Support/Intervention

The "What next?" question

EET Planning

Exit EET

SOMERSETworks
Developing skills • Improving futures
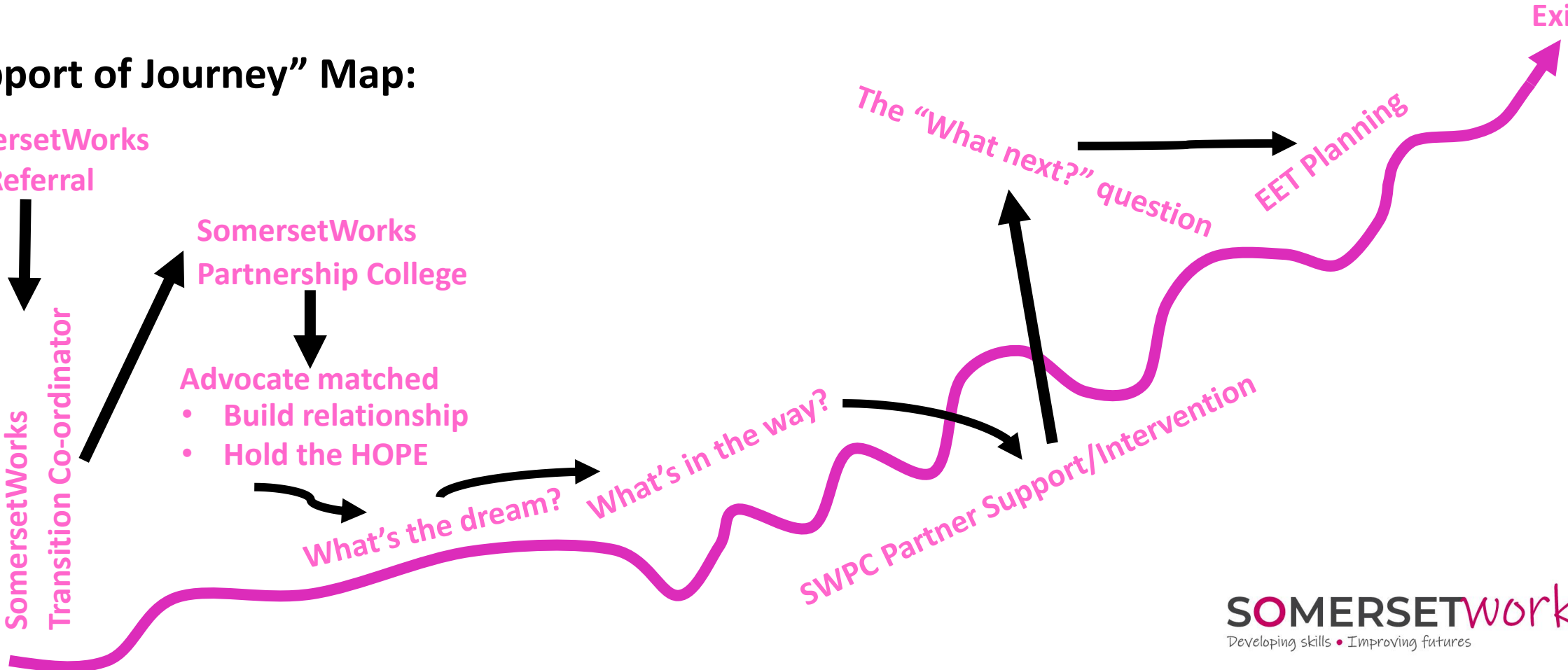
Profile of NEETs Partnership College participants
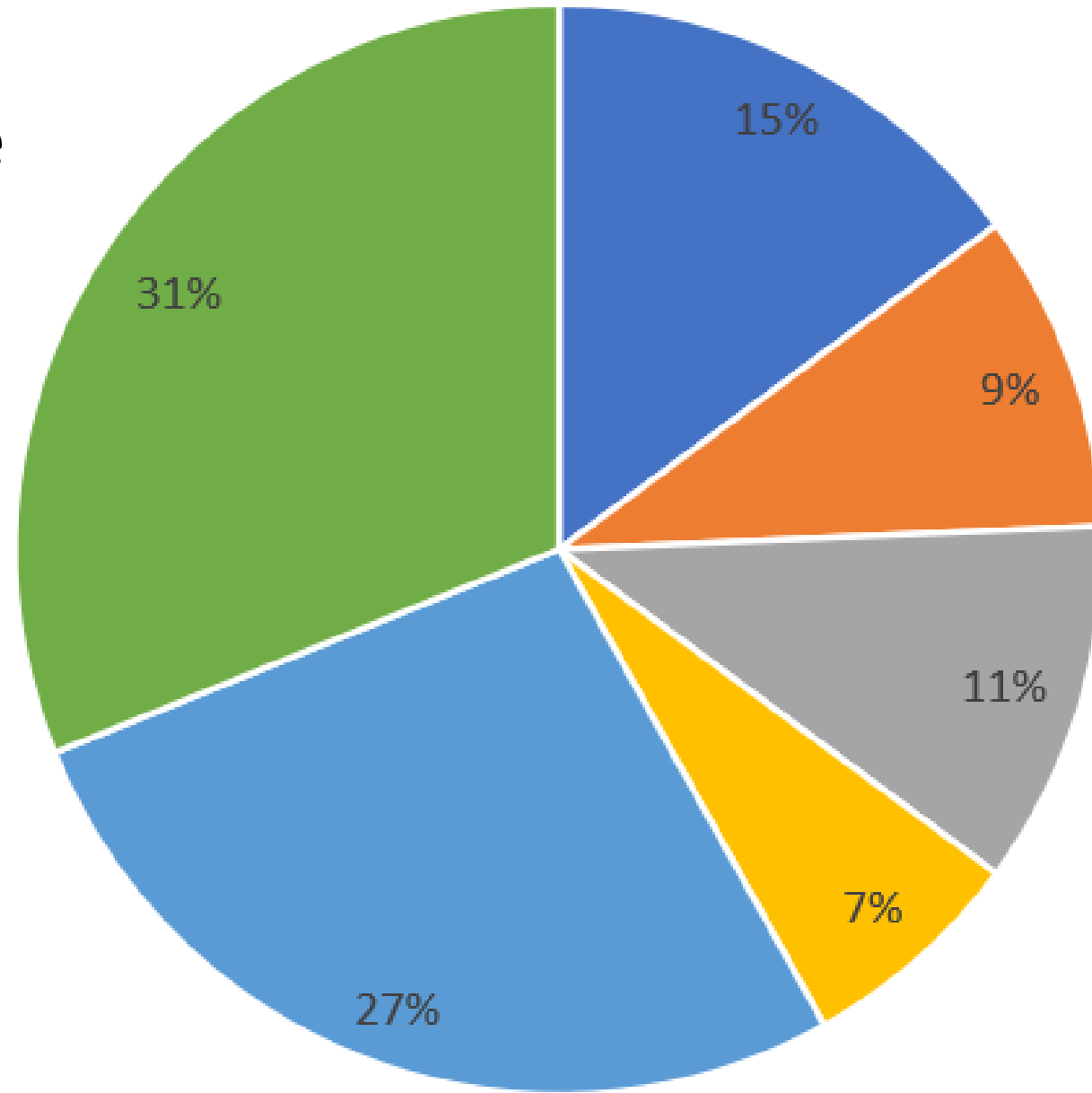
- YOS involvement
- CAMHS involvement
- CSC involvement
- EHE
- CLA
- EHCP

Educational Profile Partnership College participants:

- 41% of all referrals accessed free school meals

- Fixed Term Exclusions:
  - During their **Year 9 period**, there were 24 FTE out of data received for 61 young people. Out of these 24 young people, 13 had experienced a minimum of 4 FTEs and 5 had experienced no less than 7 FTEs within that year. There were 3 PEXs.

  - During their **Year 10 period**, there were 21 FTE from a group of 61 young people of which 8 had experienced a minimum of 4 FTEs and 4 no less that 10 FTEs within that year. There were 2 PEXs.

  - During their **Year 11 period**, there were 17 of which 4 had experienced a minimum of 4 FTEs. There were 2PEXs.

  - 9 young people from this cohort have attended over 5 different schools in whole career

  - 4 young people have attended over 6 different schools

  - 7 having attended over 7 different schools

Attendance:

Year 11

41/45 young people had 85% or lower attendance – missing almost a day a week

23/45 young people had 60% or less attendance – missing 2 days a week

18/45 young people had 50% or less attendance – missing half a week on average

Year 10

32/47 young people had 85% or lower attendance – missing almost a day a week

17/47 young people had 60% or less attendance – missing 2 days a week

12/47 young people had 50% or less attendance – missing half a week on average

Year 9

25/48 young people had 85% or lower attendance – missing almost a day a week

9/48 young people had 60% or less attendance – missing 2 days a week

8/48 young people had 50% or less attendance – missing half a week on average

Pathway to Change

Model of 5 mechanisms which can help with

- Considering the intensity and duration of intervention needed

- (Risk overview from session 1 also informs this)

- Supports intervention planning

- Offers an approach to evaluating progress

Terry

Year 12
Enrolled on an A Level Programme
Very supportive parents
English as a second language though lived here for 10 years
Good attendance, motivated to achieve and attend a good university
Parents are foreign nationals so do not understand the UK education system
Very creative, chose to do A Levels as believed she must do this to get the best University.
Achieved good grades 7-9
Chose to attend an FE College out of area as they liked the environment.
Had to travel there by train. Issue that the programme was spread over 5 days
Enrolled but over the year found it increasingly challenging
Did not feel supported by the setting.
Wanted to leave but thought there would be no options to start somewhere else, anxious that she would have to stay and that her wellbeing would suffer.
Concerns over child benefit if they stopped attending
Stopped attending in May, the college wrote to ask why and started disciplinarity process
Her father communicated with them as she was not feeling able to discuss with them – they withdrew from college.
Confidence and wellbeing affected by experience
Not sure where to go – found a link to SomersetWorks

What went wrong? What could have been done?

Nia

Year 11 learner – No EHCP
Attending school with 90% attendance
Predicted to achieve 3 in English and Maths and a 4 in Art and one in double science
Attended careers interview and stated that she wanted an apprenticeship.
Also applied for placement in the local school post 16 – however not predicted to get the grades for A levels so not accepted
Stated she is Dyslexic but no formal diagnosis
No behaviour issues , quiet in school and no FTE
Friendship groups an issue only one friend and they are going to another college
Parents are supportive but not understanding of what should happen next
Family poverty- both parents work but no car, so her life is based in the village
Want her to stay in education so that they will keep benefits
40 minutes from local college – 6th form in her town but not accepted
All contact goes through parents as she will not respond to messages.
No access to home learning as no IT and limited data contract
Now applied for Heath and Social Care course
Missed 2 interviews
Stated that parents could not get her to the interview as no money for a bus
Transport issues from her village
Parents will struggle tp pay for transport
They have not applied for a bursary as lack confidence

Brian

Year 11 learner attending AP provision

EHCP in place AR has taken place with local college named

In a care home . Was fostered but placement broke down. No contact with his parents who do live locally.

Has no areas of interest and is reluctant to talk about options

Not attending but on a reduced timetable - 2 hours a day when he does.

Care staff support but will lose placement if he does not engage in education

Staff go out to see him at home and he will see them if he feels able to, spends his time in his room. Isolated location a 2 mile walk to village – shops

Has individual taxi to school when he does attend

Will not work in a group and only attends one 2 one sessions

Expressed an interest in cars in meeting but no clear idea on this

Not sitting exams – so will have no qualifications

Did attend to sit qualifications and achieved Grade 1 in the core subjects.

Stated that he wanted to go to college as it would be a fresh start but was not sure what to take changing his mind, but due to grades placed on Foundation programme

Consultation for Foundation programme -FE college have said they cannot meet need

SomersetWorks have met him and put in support to engage and explore next steps opions

Intervention Handbook

Strategy/ Intervention	Who
Personalised plans	Careers staff, SENDCos for Annual Review
Blended media mentoring	Staff responsible for maintaining contact with YPs educated off-site/ part-time timetable
Personal development activities	Form Tutor, PSHE, TAs, Contracted Mentors, Mental Health Support Teams
Peer to peer learning & support	SENDCo's, Wellbeing leads
Family support & engagement	PFSAs, Family Support Workers, Attendance Officers, Pastoral Leads,
Support for learning outside the formal curriculum	Staff responsible for extra-curricular provision/ Tas/ Contracted Mentors
Establishing local community links	Pastoral and PSHE/Wellbeing Leads
Learning Pathway & Careers Guidance	Careers staff, SENDCos for AR, Senior Leaders for Curriculum
Responsive crisis resolution	Behaviour and Pastoral Leads, Leadership Team, Mental Health Support Teams
Inclusive and participatory pedagogy	Teaching Staff, Subject and Curriculum Leads, Raising Achievement Leads
Support with transitions	Transition Co-ordinators, careers staff, contracted mentors/ SENCO and TAs
Promoting inclusive learning environments	SENDco, Teaching Staff, Subject and Curriculum Leads, Raising Achievement Leads
Support in building/navigating healthy peer relationships	Mental Health Support Teams, Wellbeing Leads, PSHE staff, school counsellor

BREAK

10.45-11.15

Toolkit :

Intervention Case Studies

Case Study 1: Career-focused Personalised Plans for EAL Students

① **Intervention 1: Personalised Plans**

📅 **1 hour per week, 1r1, 1 term**

🎯 **EAL Tutor, Teaching Assistant, Intervention Support Worker, Careers Staff**

◔ **Personal Challenges, Institutional Factors**

📊 **Improved Confidence**
Happier about learning
Feeling positive about the future
Building skills
Trusting supporting adults
Improved English
Building supportive relationships
Gaining qualifications
More enjoyment of free time

⭐⭐⭐ **Effectiveness rating (n.b still being developed)**

Summary

Clare, the LA's EAL Advisory Tutor identified a group of refugee students in Years 9 and 10. Post-16 transitions are often difficult for this group because language barriers impact their attainment and can prevent them attaining the minimum GCSE requirements for the courses they wish to take.

Clare adapted her existing outreach language support sessions to focus on exploring their career interests and motivations. Together, they made highly visual pathway maps and word mats. These mapped out the different routes the student could take, depending on their exam results and gave them access to vocabulary relating to their chosen pathways and careers.

"I didn't know what courses I need to do next year so it helped me know what I could do next"

Why the Intervention was successful

Clare identified 3 key factors as central to the success of the intervention

- Being flexible
- Personalising the sessions to the student
- One-to-one conversations and support

"The point of the session was to be exploratory I think and to respond to what they were interested in."

Being flexible and personalising the content of the session to the individual students were seen as critical to the success of the sessions. Personalising meant being guided by the young person's interests and responses. This was not just about focusing on their chosen career, but also about being open to them changing their mind about which career or course they focus on, taking time to chat and check in with them and developing authentic, positive and trusting relationships.

"As soon as she saw that I was spending time on whatever it was she wanted me to look at, that I wasn't just, I hadn't pre-planned the session that I was just going to do with her regardless of what she said, I did what she asked for really, and with all of the others as well."

Engagement increased as time went on. At first, one student often skived the sessions and looked bored. Clare persisted and saw a dramatic shift in attitude once the student realised the sessions would focus on her interests. For other students, engagement deepened as they opened up to her about their specific challenges or about their genuine personal interests.

Learning point 1: Make roadmaps of alternative routes in case the typical one is not open to them

"Sometimes they have to go on a really round-about route because they might have a lot more steps that they have to go through to get to that point on the road. So it made me think....obviously we need like more roads, a different road A, road B, road C."

EAL learners face additional language barriers so may not be able to achieve course entry requirements in the short term. Mapping a pathway A, pathway B and a pathway C reassures them that they can achieve their goals even if they cannot achieve the grades and are a valuable tool in managing students expectations. It helps them plan for potential disappointment and be ready with an alternative next step. It is important that students have access to and ownership of this journey plan, whether that is having digital access to it, taking a photograph of it, or being able to take it away. They and their families may have little knowledge of the UK educational system, so these roadmaps give them a record of other ways forward at a later date.

Learning point 2 : Navigating cultural barriers

"You have to navigate the different cultural things going on as well, like you're navigating parental expectations alongside their expectations and then what the actual curriculum offer is and what they can do at school."

This group of learners started the sessions choosing to talk about very traditional careers, such as medicine or law. Over time, it became clear that, for several of them, these were the dreams and aspirations of their parents. The sessions gave them the opportunity and vocabulary to connect with what motivated them and explore what educational and work possibilities this might lead to.

Informal conversation during session also allowed them to unpick specific barriers they faced in lessons, ask for advice on what they might do. Understanding why a teacher might be entering them for a foundation rather than a higher tier, how to approach a conversation with the teacher about it, how to ask teachers to ask for help were three key examples of ways in which the sessions helped them get the most out of their time in lessons.

Learning point 3: Unlocking motivation through ownership

actually thought about this idea (interior design) I was like oh my god that's so exciting. And then ...ded me, I liked everything about it." (YP4)

...alised nature of the support, allowing individuals to explore careers that specifically motivate ...side focused EAL language support positively impacted all the students in terms of their ...lationships and future plans in a powerful and positive way. They reported feeling more ...otivated and in control as a result of the sessions.

Family Support and Engagement

- **Teacher in SEMH special school in South West**
- **Positive communication with home**

"I didn't probably anticipate that the parents would respond so quickly in such a short period of time towards the positive. I think after three positive phone calls they are more like I'm going to pick up the phone because I didn't know what it was going to be today and I think for them that was more of actually, I might need this because I've had a really bad day today and I know I've had a really tricky morning with say for instance Bobby but actually, I really need something positive because that might actually help me build my relationship back up when they got home."

"I think they felt like they weren't alone and I think that's massive because I know a lot of parents feel like their kids are the only one that's like that, all the kids are unique and individual and yeah, they've got some crossed paths with other children, but parents do feel isolated because there aren't those massive support groups for people, especially good preparation for adulthood. There aren't enough support groups for those adults and I think giving them that opportunity to have that voice."

How do/could you engage parents within your work with young people?

Personalised Plans

- **EAL Tutor**
- **1 term of Weekly 1hour sessions with refugee pupils**
- **Using sessions to focus on 'careers' language and discuss personal dreams and ambitions**

"Sometimes they have to go on a really round-about route because they might have a lot more steps that they have to go through to get to that point on the road. So it made me think….obviously we need like more roads, a different road A, road B, road C."

"You have to navigate the different cultural things going on as well, like you're navigating parental expectations alongside their expectations and then what the actual curriculum offer is and what they can do at school."

How could careers support address individual needs more specifically?
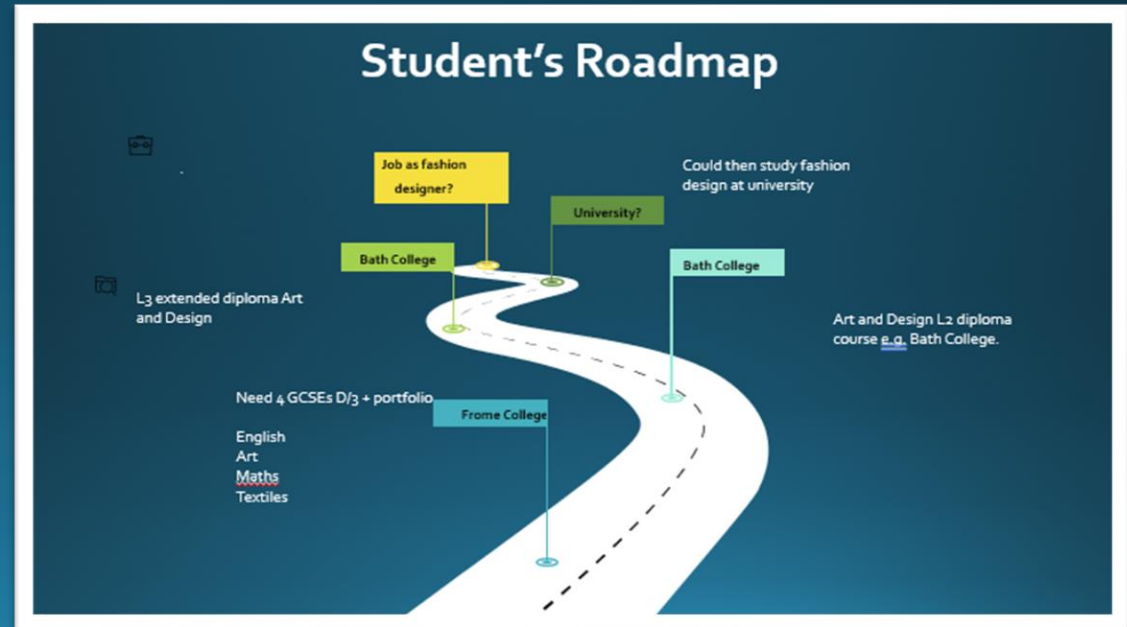
Blended Media Mentoring/Short Courses

- **Virtual School Officer in South West**
- **Employing different modes of engagement for young people with different needs and communication preferences**

"One of the key points I've learned actually is if you set a time per week with a young person and they for some reason won't be in at that time because they've got up and gone out, even though they said it was a good time and then you try and change it to another time, a really good option for delivering the learning is actually sending them It by email and then either discussing it over the phone when it's convenient to them and asking for the work back by email. So, I've got two that actually work best with just yeah, being delivered the work via online methods. So, that was something I didn't expect from those two young people either. I thought they'd really engage face-to-face better, but I think it's whether or not that young person's social, if they're really active in their social life, they're much less more likely to meet me for the session"

"the lockdown was helpful because it safeguarded me from him and it actually enabled us to talk online or on the phone and it took away that anxiety of being next to somebody in a room, which he finds really difficult. […] it came at the right time because he, it was being red flagged about what he was saying and I was thinking there's not really any staff around here and it was becoming apparent my safety, safeguarding me was an issue. But anyway, the fact we were moved online really helped because it helped us be apart, so I was safe, could continue the support, but actually get to those deeper conversations about why he was thinking that and yeah, using, I used all of the psychologists or psychiatrist reports from his diagnosis and was able to use the support from the Emotional Health and Wellbeing Team to actually unpick why this was all happening and actually, it was raised by the Autism Team that he's made three years progress in one term through the tutoring."

What are you preferred modes in working with young people?
How do you know whether these reflect young people's preferences?

Top 10 Support Strategies

Most Discussed Support Strategies Involved in Intervention	All Settings	Category
Educator factors (quality): going the extra mile; flexibility; good communication between educator and YP; keeping promises; personal experience of YP's culture; personal experience of YP\'s particular challenge; reliability; knowing pupils well; intuition and responsiveness; apologising when wrong; organised; expectations from professionals;	5,82%	Social Relationships
Flexibility of learning structure: at a time that suits YP; freedom to personalise provision; informal learning; online learning in own time; reduced timetable; rubber boundaries; short specialised courses; tailored individualised learning support; time out of class when needed	4,25%	Institutional
One-to-one support: individual recognition; reducing anxiety	4,1%	Institutional
Wellbeing support: Emotional management support; non-teaching pastoral support	3,65%	Personal
Pathways for education or work supported: preparing for transition; visual pathways	3,73%	Institutional
Meeting needs and general welfare: Developing communication skills; providing transport; reducing pressure	3,13%	Personal
Trust supporting: Being trusted; building trust	3,13%	Social Relationships
Feeling supported (YPs)	2,98%	Social Relationships
Future pathway building	2,46%	Personal
Inclusive learning culture	2,39%	Insitutional

Qualities of the educator

- Persistence – going the extra mile
- Flexibility
- Good communication
- Keeping promises
- Personal experience of YP's culture or challenge
- Reliability
- Knowing pupils well
- Intuition and responsiveness
- Apologising when wrong
- Organised
- High but realistic expectations

"she never gave up on me, even when I was hard to get hold of."

"she proper gets me."

"we have a chat if I'm having a bad day"

What opportunities are there to demonstrate these qualities with young people?
How can leaders support the development of these qualities in educators?

Plan an intervention for your case

Use

- **your knowledge of the young persons specific circumstances and risks**
- **the pathway to change**
- **brief guide to the interventions**
- **choose up to 3 strategies**
- **complete the action planning tool**

'Bobby'

Strategy/ Intervention	Who
Personalised plans	Careers staff, SENDCos for Annual Review
Blended media mentoring	Staff responsible for maintaining contact with YPs educated off-site/ part-time timetable
Personal development activities	Form Tutor, PSHE, TAs, Contracted Mentors, Mental Health Support Teams
Peer to peer learning & support	SENDCo's, Wellbeing leads
Family support & engagement	PFSAs, Family Support Workers, Attendance Officers, Pastoral Leads,
Support for learning outside the formal curriculum	Staff responsible for extra-curricular provision/ Tas/ Contracted Mentors
Establishing local community links	Pastoral and PSHE/Wellbeing Leads
Responsive crisis resolution	Behaviour and Pastoral Leads, Leadership Team, Mental Health Support Teams
Inclusive and participatory pedagogy	Teaching Staff, Subject and Curriculum Leads, Raising Achievement Leads
Support with transitions	Transition Co-ordinators, careers staff, contracted mentors/ SENCO and TAs
Promoting inclusive learning environments	SENDco, Teaching Staff, Subject and Curriculum Leads, Raising Achievement Leads
Support in building/navigating healthy peer relationships	Mental Health Support Teams, Wellbeing Leads, PSHE staff, school counsellor

'Your case'

Strategy/ Intervention	Who
==Personalised plans==	Careers staff, SENDCos for Annual Review
Blended media mentoring	Staff responsible for maintaining contact with YPs educated off-site/ part-time timetable
Personal development activities	Form Tutor, PSHE, TAs, Contracted Mentors, Mental Health Support Teams
==Peer to peer learning & support==	SENDCo's, Wellbeing leads
Family support & engagement	PFSAs, Family Support Workers, Attendance Officers, Pastoral Leads,
Support for learning outside the formal curriculum	Staff responsible for extra-curricular provision/ Tas/ Contracted Mentors
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==Promoting inclusive learning environments==	SENDco, Teaching Staff, Subject and Curriculum Leads, Raising Achievement Leads
Support in building/navigating healthy peer relationships	Mental Health Support Teams, Wellbeing Leads, PSHE staff, school counsellor

Reflection

How might the tools presented today help improve outcomes for young people in Somerset through your work with them?

Mindset/ attitudes   Processes   Priorities

How useful might the resources be for your setting?
- Pathway to Change
- Intervention Handbook
- Action Planning Tool?

What might make these tools more useful or effective?

Evaluation

Thank you

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and Dr Ceri Brown,
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Department of Education, University of Bath