

# Our ambition for children and young people



# Contents

1. Introduction by Cllr David Simmonds	3
2. Our ambition for children and young people	4
3. Rewiring public spending	6
4. The council role in delivering our ambition	8
5. A framework for change	16
Endnotes	18

# 1. Introduction by Cllr David Simmonds

Chair of the LGA Children and Young People Board

In July 2013, the LGA launched a campaign to rewire public services. It is an ambitious programme that provides much-needed solutions to how we can deliver public services despite pressures on public spending. Councils have faced cuts of 40 per cent in real terms in the grants they receive from the Government – the biggest cuts in the public sector.

As part of the campaign, we published a specific set of proposals for children’s services<sup>1</sup>. The key principle underpinning these proposals was the need for decision-making for public services to be brought together in one place. We argued that what people want more than anything else is for services to be built and integrated around the needs of children and their families, not around buildings, institutions and wasteful bureaucracy.

Since then we have consulted widely with councils and with our partners in the public and voluntary sector on how to make a reality of our vision for rewiring public services for children and young people<sup>2</sup>. With the help of the British Youth Council (BYC) we have also consulted nearly 300 children and young people directly in an online consultation.

The strong message back from the consultation was that we need a shared ambition for children across the public, private and voluntary sectors; 88 per cent of the young people responding to the BYC survey agreed.

We also asked for comments on a possible set of high level outcomes, which received broad support. But children and young people said that freedom from poverty must be tackled if the other ambitions are to be achieved.

Councils have a unique leadership role in their areas and will be central to supporting a shared ambition for children and young people. In setting out these ambitions, we have focused on the journey of a child, rather than on service areas such as ‘education’ and ‘health’.

This report aims to give the starting point for local discussions about joining up services for children and young people. We hope that the high-level outcomes will provide a framework for commissioning of children’s services by councils and partners. We want to see a radically rewired public sector in which all public servants whose work impacts on these outcomes, in town halls, doctors’ surgeries and schools, work together to achieve our shared ambitions.

---

**Word cloud from the BYC survey of 300 children in answer to the question “What three ambitions do you have for all children and young people?”**



# 2. Our ambition for children and young people

We are not just seeking to set out local government's ambition for children but the ambitions we share with children, young people and their families and with other parts of the public, private and voluntary sector. Our ambition reflects the range of views we have heard and can be summarised as a commitment that:

- all children and young people should feel that they are cared for and that they are safe and secure
- all are healthy, happy and free from poverty
- all get a good education that allows them to fulfil their potential and achieve their ambitions
- all are well-prepared for adulthood and the world of work, making a positive contribution as active citizens.

Of course, for most children and young people it will be their family, friends and wider community that contribute towards many of these outcomes, particularly those that are about feeling cared for and happy. But for the minority of children that do not have family and community support networks, we believe we should aspire to make sure that they also achieve these outcomes by finding them new homes with loving families who can give them stability through fostering, adoption, or other forms of long term care.

We recognise that it is not enough to just state this ambition and that we need to commit to more specific measures of what success would look like. This is needed to underpin conversations between partners about the contribution they can make to achieve the ambitions.

The LGA is opposed to the imposition of prescriptive top-down targets and score cards by central Government and its agencies and inspectorates. Many of these focus on processes and encourage a culture of compliance. They focus on ministerial priorities rather than the outcomes that can be achieved for children and young people.

Councils in each region have been working together to identify the outcome measures that most accurately reflect the priorities in their area. These vary from region to region according to the different needs in those areas but there is commonality and we have used these to develop a set of 'core measures'. Many of these reflect a specific focus on the responsibilities of councils and may need to be extended to cover the responsibilities of partners.

## All children and young people should feel that they are cared for and that they are safe and secure

- Hospital admissions caused by unintentional and deliberate injuries to children.
- Children killed or seriously injured in road traffic accidents
- Percentage of looked after children with three or more placements in the year.
- Average days between a child entering care and moving in with its adoptive family, for children who have been adopted.
- Percentage of referrals which are repeat referrals.
- Percentage of children subject to a Child Protection Plan, for second/subsequent time.

## All are healthy, happy and free from poverty

- Children in low income families (proportion of children living in households with less than 60 per cent of median income).
- Statutory homeless households with dependent children or pregnant women per 1,000 households.
- Breastfeeding prevalence at six to eight weeks after birth.
- Infant mortality rate.
- Percentage excess weight in reception class (age four/five).
- Percentage excess weight in year 6 (age 10-11).
- Emotional and behavioural health of looked after children.
- Possible indicator – using future ‘What about Youth’ survey of 15 year olds. Data will be collected on topics including smoking, emotional wellbeing, diet, physical activity, drugs, alcohol and bullying.

## All get a good education that allows them to fulfil their potential, and achieve their ambitions

- Attainment of pupils at foundation stage (based on the percentage of pupils achieving a good level of development at foundation stage).
- Attainment of pupils at Key Stage 2 (based on the percentage of pupils reaching level 4 in English and Maths at Key Stage 2).
- Attainment of pupils at GCSE (based on the percentage of pupils achieving 5 or more A\* to C GCSE including English and Maths).
- SEN statements issued in 26 weeks (to be replaced by a new requirement to issue Education and Health Care plans in 20 weeks).
- Percentage of childcare and early years settings rated good or outstanding by Ofsted.
- Percentage of pupils in schools rated good or outstanding by Ofsted.

## All are well-prepared for adulthood and the world of work, making a positive contribution as active citizens

- Young people aged 16-19 not in employment, education or training.
- Under 18 conception rate.
- First time entrants to the youth justice system aged 10-17.
- Percentage of Looked After Children over 16 in higher education.
- Offending by children looked after continuously for at least 12 months.
- Proportion of children leaving care over the age of 16 who remained looked after until their 18th birthday.
- Care Leavers at 19 – Suitable accommodation.
- Care Leavers at 19 – Education, Employment or Training.

# 3. Rewiring public spending

Just taking account of spending by schools, councils and the National Health Service, more than £60 billion is spent every year on public services for children and young people up to the age of 18. We want radical change in the way that this money flows so it follows the child and spending is decided locally to make the best use of scarce resources and meet local needs.

It is currently being funnelled through a wide variety of service silos, augmented by frequent Government announcements of funding to support particular areas of interest to Ministers, often requiring areas and partners to compete with each other for funding through centrally-run bidding rounds. These keep Whitehall firmly in control and put obstacles in the way of joining up local services around the needs of children and young people.

Set out below are just a few examples and case studies of areas in which we would want to see a much greater devolution of decision making over public funding for children and young people to local areas.

## Using local budgets flexibly to intervene early

Early intervention is the key to relieving the pressure on child protection services at a time of increasing demand and 40 per cent cuts. In 2010 the Government introduced the £2.2 billion Early Intervention Grant (EIG) which councils were encouraged to use innovatively to invest in early intervention.

However, in 2013 £1.3 billion of this funding, over two years, was ring fenced to fund the Government's own priority for free early education places for disadvantaged two year

olds. A further £150 million per year was taken to fund Government reforms to adoption and special educational needs (SEN).

Much of the money taken out of the EIG has come back to councils, but stamped with Government priorities. While councils support the adoption and SEN reforms, this has left very little to be allocated locally for the development of flexible early help provision.

## Ending wasteful Whitehall duplication in funding local schools

We want to see the end of the wasteful parallel bureaucracy established to allow the DfE to pay money directly to academies, which has seen staffing at the Education Funding Agency (EFA) increase from 716 in 2010 to 917 in 2014/15<sup>3</sup> when council school improvement staff have seen a 55 per cent cut<sup>4</sup>.

Despite a Government commitment to fairness of funding between children and young people in academies and maintained schools, pupils in secondary academies attracted £720 more in funding on average than those in maintained secondary schools in 2011/12<sup>5</sup>.

We want to see an end to this wasteful duplication of effort, with school funding allocated to all schools by councils following local discussions. We want to see equity of funding for all pupils, with investment levels reflecting need, rather than the type of school a child attends.

## Making sure scarce schools capital is spent locally to meet local need

Councils have responded well to sharply increasing demand for new school places, creating 90,000 additional primary places in the last year. On current forecasts almost 130,000 more will be needed.

The Department for Education's (DfE's) contribution is the free schools programme. A recent House of Commons Public Accounts Committee report found that only 87 per cent of projected primary places in free schools were in districts that had forecast a high or severe need for extra places. Only 19 per cent of secondary free schools opened were in such areas<sup>6</sup>. It estimated the current cost of a free school place at £15,200, compared to an average cost of £11,681 for new places commissioned by councils.<sup>7</sup>

We would like to see a single local schools capital pot to allow councils and schools to work together to make the best possible use of the limited capital funding available for repairing, rebuilding and building new schools. We want to see the restoration of decision-making on the provision of new schools to the local level, including the option of establishing community schools; and for decisions about academy sponsors to be taken locally.

## Bedford Borough Council

Bedford Council has created 3,000 extra school places in three years, with plans for 1,500 more, through a mix of expansion and new-build. The council has had significant success using the Scape public sector construction procurement framework, which has saved on building costs.

Back in 2011, the council was committed to an £86 million school building programme but had only £51 million of capital. It opted for Scape, a local authority-led procurement consortium, which has made the necessary £35 million saving. Scape involves building a steel framework off-site, which is cheaper and involves less architectural input. It uses a basic design but teachers, parents and pupils can choose the layout, colour schemes and furnishings. Previously, a new 420-capacity primary/nursery would cost £8 million, but through Scape it costs £4.5 million.

The biggest challenge is inconsistent funding streams. Capital funding linked to growth is difficult to plan and has to be applied in short timescales. The result of bidding for different funds is that the areas most in need may not have the time or resources to spend on bids. In school place planning, the best mechanism would be one pot of money allocated locally through a mechanism that includes all interested parties<sup>8</sup>.



# 4. The council role in delivering our ambition

Although councils want to agree a shared ambition with partners, their leadership role locally will be essential to the success of delivering these ambitions. They have a democratic mandate to represent and protect the interests of all children, young people and families in their area. The mandate covers the place and the community in which children and young people live and these ambitions will need to extend beyond those working directly in children's services. The role of councillors will be critical in championing this approach and identifying opportunities to do things differently to improve outcomes.

This unique overarching interest in the wellbeing and health of local children is reflected in councils' comprehensive legal responsibilities for promoting the welfare and wellbeing of children and young people from 0-25. Councils have specific legal duties to work with local partners in the public and voluntary sectors to make sure this is achieved.

The following examples demonstrate how councils can make sure that services are joined up locally, focused on the needs of local children and young people.

## Enfield Council

Enfield Council has carefully designed its approach to engage young people. Central to this is a text messaging service called "txm8", which enables young people to send texts free of charge on all matters regarding sex and relationships. Trained professionals receive the messages and let young people know that their text has arrived and then send back an answer within half an hour.

In another scheme young people get to spend time at a local nursery paired with a toddler to give them a realistic taste of how much work babies are. Targeted work is also carried out by two sexual health nurses visiting schools and community outreach venues to provide information, advice and contraceptive services to vulnerable young people referred on from other services, such as youth offending teams and social services.





## Supporting young people with Special Educational Needs (SEN) and Disabilities

Local government is playing a key role in making the new SEN and disability system in the Children and Families Act 2014 a success. Councils will have overall responsibility for children and young people with SEN and disabilities in their area. They will have a duty to review the special educational and social care provision made for local children.

The system for funding pupils and students with high needs has also been reformed to support greater integration of pre- and post-16 arrangements into a single 0-25 funding system. It aims to provide a consistent approach across a range of different types of institution and age groups to improve the transition of students between the different phases of their education.

We welcome these reforms, which establish councils as commissioners of services for the most vulnerable pupils. They also strengthen the advocacy role of councils to join up education, health and social care around the needs of the individual, promote wellbeing and improve the quality of provision. We believe the new system will better focus commissioning decisions on improving outcomes.

## Rochdale Borough Council

Rochdale has adopted a child/family journey approach to developing its integrated service for children with Special Educational Needs. Rather than simply re-organising existing provision, the clinical commissioning group (CCG) and council want the starting point to be a focus on the outcomes and functions they want to deliver. A service delivery model for the integrated team is being developed; the next stage is re-design and implementation.

Having an integrated team will give families:

- a single point of access to information and services
- signposting on the local offer
- person-centred integrated assessment and planning
- direct specialist intervention when needed
- a skilled, competent workforce supporting children and young people.

Rochdale's experience suggests it is important to identify a lead within the CCG to drive a partnership approach and support engagement of the wider health sector. CCGs may not have much expertise of this group of young people, so developing a shared language and understanding is key to joint planning. In Rochdale, the GP clinical lead has championed this agenda with fellow clinical leads.

## Improving services that keep children safe

Keeping children safe is arguably the most important of all the responsibilities placed on councils. The number of referrals to children's social care teams increased 10 per cent in the past five years and the number of children requiring a child protection plan increased by 32 per cent. Councils have so far managed to protect budgets in this crucial area from the effects of 40 per cent cuts but this cannot continue if demand keeps rising.

In this context, it is vital that councils are given the freedom to radically transform and remodel their services. The LGA has welcomed moves to allow councils greater flexibility in how they deliver children's social care services. But recent attempts to forcibly remove control of children's social care from underperforming councils risks destabilising local services.

Councils are ambitious in striving for permanent solutions when this is in a child's best interests. The recent increase in adoptions is testament to this ambition, with councils leading a 15 per cent rise in the number of children adopted and a 34 per cent increase in the number of approved adopters over the past year. Adoption is a clear example of the success that councils can achieve without the need for heavy-handed intervention.

Council responsibilities towards children do not only sit with children's services teams. Councils mobilise a vast workforce, and it is crucial that safeguarding children is recognised as a council-wide responsibility. From health visitors to traffic wardens, environmental health officers to librarians, all council staff should be alert to any children at risk of harm and know what to do if they encounter vulnerable children and young people.

## Improving health outcomes for children and young people

Children's health services have traditionally received a disproportionately low priority within the NHS. International comparisons of outcomes suggest that the NHS in England does not do as well as it should for children and young people.

From October 2015, when responsibility for commissioning services for children aged 0-5 finally transfers to councils, they will become responsible for commissioning public health services for children and young people aged 0 – 19, and up to 25 for young people with SEN and disabilities. Councils have ambitious plans to use their new commissioning role to improve outcomes such as reducing health inequalities, tackling childhood obesity, preventing teenage pregnancy and promoting healthy lifestyles.

This reform presents an exciting opportunity for children's health needs to be given a higher priority by the partners represented on health and wellbeing boards. It will allow them to develop an integrated approach to delivering better health services focused on the needs of children, young people and their families. It will allow services such as health visitors, family nurses and school nurses to be joined up with the wider range of local services for children, including children's social care and education.

## Leicestershire County Council

Leicestershire's teenage pregnancy partnership has placed a specific emphasis on helping young parents stay in education, employment and training. The partnership has seen this as a key element in the drive to tackle the poor outcomes they have from health to housing. Teenage pregnancy midwives work closely with youth services, education and careers advice services to ensure new parents do not slip through the net, while outreach posts have been created to work with children's centres.

Young parents are put in touch with relevant services, which also include an accredited learning programme for young mothers. A brochure has been published to promote the opportunities available as well. The push has enabled the county to ensure over a third of teenage parents are in education, employment or training, which is above the national average.

## Joining up the confusing early years landscape

The services that provide care for the under-fives and early childhood education are very fragmented. A variety of settings are available in the public, private and voluntary sectors. Spending has increased significantly over the last 20 years but there are a wide range of subsidies and different funding systems involved: there will be three different subsidy regimes for working families' spending on childcare from 2015.

Councils have a wide range of duties to promote high quality early years provision and secure free early education for all three and four year olds and disadvantaged two year olds in their local area. They have duties to secure sufficient childcare and a duty to ensure that there are sufficient children's centres to meet local need.

Councils will have a key role to play in helping families to navigate their way through this complexity. But more needs to be done to give councils and their local partners flexibility to pool the available funding to make sure the local offer reflects the needs and wishes of local parents.



## Brighton and Hove

Brighton and Hove City Council's 13 children's centres have adopted a health-led model which ensures that every local child is known to their local centre.

In 2006, radical new working arrangements between the NHS and the city council were agreed. The city's health visiting service was seconded to the council (funded from health budgets under a Section 75 agreement). Health visitor managers were integrated into the children's centres structure using additional council funding. It involved major change but partner agencies, staff, parents and carers could see the potential benefits.

Previously, health and family support teams worked separately. Family assessment procedures were often duplicated and crucial information was not always shared. Now, the children's centres are able to reach 100 per cent of families in their reach area. Families benefit from a coordinated programme of care and support, and staff benefit from fully integrated working and better training opportunities. Ofsted commented on one children's centre that "The health-led model plays a fundamental part in streamlining services and integrating provision."

Other practical benefits include:

- health data is shared with the local authority and reporting procedures are aligned
- a reduction in costly duplication of work
- services tailored to local communities
- midwives based in the larger centres see all pregnant women
- seamless support for vulnerable families with health visitors acting as the lead professionals for the Common Assessment Framework.

## Driving up standards in local schools

Councils have wide ranging duties and powers to promote high educational standards in their areas and make sure there are enough school places to meet local demand. It is their job to make sure that all local children have fair access to a place at a good local school.

Councils support greater freedom for schools and are working with them to raise standards, as the Wigan case study demonstrates. But as schools are given more freedom, it becomes more important that they are effectively held to account and swift action is taken when standards slip. Local parents need to know who to go to when they have concerns. Someone who knows their school is needed to keep an overview of how staff and governors are performing and how public money is being spent.

We do not think that the current two-tier system of school accountability, with councils responsible for the majority of schools, but academies and free schools accountable to Whitehall is sustainable. We do not believe the DfE has either the capacity or local knowledge to exercise effective oversight of standards and financial propriety in more than 3,500 schools.

We believe that councils, as local champions of children and young people and their families are best placed to work with all local schools, including academies and free schools, to continue to drive up standards. To support this, they need powers to intervene in all underperforming schools quickly and effectively without the need to ask permission from Whitehall.

## Wigan Council

Wigan has 134 schools with 86 per cent of its schools good or outstanding. In partnership with its schools the council developed a radical 'school-to-school' improvement approach well ahead of subsequently introduced national initiatives. These arrangements have been in place for three years.

Standards in Wigan have risen in recent years with 80 per cent of Key Stage 2 pupils now achieving Level 4+ in Reading, Writing and Maths, compared with 75 per cent nationally. Pupils at Key Stage 4 also outperform their peers with 64 per cent of pupils achieving 5+ GCSEs at A\*-C (including English and Mathematics) compared with 59 per cent nationally.

The foundation of the Wigan approach is strong and well-embedded school-to-school collaboration. This is combined with strong partnership and shared accountability between schools and the council for maximising the educational outcomes of children and young people in Wigan. All schools, including academies, are engaged in the strategy and the local authority ensures that all schools, regardless of their status, access support as required.

Schools work together in nine consortia (four secondary, five primaries) to support self-improvement in all schools and share expertise. The structure of the consortia is not uniform but all are led by serving head teachers who have a proven track record in school improvement. All schools are accountable to a phase-specific School Improvement Board which monitors the effectiveness of consortia and makes sure that all schools are receiving appropriate support. The Primary and Secondary School Improvement Boards also support the council in its statutory school improvement functions.

All parts of the system draw on other sources of support including the four teaching schools, National Leaders of Education, Local Leaders of Education, Specialist Leaders of Education and National Leaders of Governance. The arrangements for identifying and supporting 'at risk' schools underline the centrality of school leadership in the model. The council works with the School Improvement Boards and consortia to categorise schools and ensure appropriate challenge/ support is in place.

The approach is encouraging more head teachers to take on system leadership responsibilities with head teachers being more comfortable in providing both support and challenge to other schools across the consortia. Joint professional development activities between teaching and support staff have been encouraged as well as a more strategic approach to leadership succession planning. Consortia leads feel that they are extending their own learning through the process of providing support. They report that they are able to reflect more deeply on their own practice which is in itself an important part of their development as head teachers.<sup>9</sup>

## Commissioning post-16 education and training locally

Councils are responsible for making sure that young people up to 19 and up to 25 for those with learning difficulties can engage in high quality education and training. Despite the cuts to council budgets, the proportion of disengaged 16 to 18 year olds has fallen to an all-time low.

However, services helping young people prepare for the world of work have never been more complex. Decades of Whitehall tinkering has established a web of services that trip over each other and marginalise young people and employers. The Government's £1 billion Youth Contract is underperforming, with national schemes to reengage 16 and 17 year olds helping 35 per cent<sup>10</sup>, compared to success rates of 74 per cent in Bradford and 70 per cent in Leeds.

We think Government should let councils take the lead locally, with powers and funding to bring together local partners into a single Youth Transitions Partnership focused on the strengths of young people and the needs of local employers. We would like to see all the funding for youth reengagement programmes rolled together and devolved to councils and partners to fund a single set of personal advisers to support young people to access the training and life skills they need to fulfil their potential.

We want to see funding of Further Education and apprenticeships for 16 to 19 year olds devolved to councils in line with the intentions of the Apprenticeships, Skills, Children and Learning Act 2009. Councils also want to be empowered to work with schools to make sure high quality and independent careers advice informs positive choices.



## Leeds City Council

Leeds City Council has brought the whole city together around its ambition that all young people should make a successful transition to education, employment or training. As a result, services including schools, colleges, health, the police and the voluntary sector now have a much greater collective ownership around supporting young people to make a successful post-16 transition.

### **Youth scrutiny over careers advice**

The council has been supporting young people to scrutinise and improve the information, advice and guidance offered by Connexions, schools and colleges. The aim is to ensure everyone has access to age-appropriate, high-quality impartial information and advice, and that young people have a role in determining the services they should receive.

The youth council led a project to determine what young people wanted their careers service to offer, and how and when they would like to receive information. They developed a calendar showing what information they would like and when, and presented this to local schools and colleges. With input from the young people, the council has developed a self-assessment toolkit that schools are using to review the information, advice and guidance they provide and ensure it meets young people's needs.

### **Supporting transition**

Leeds City Council has helped to coordinate and promote a comprehensive set of post-16 learning options for young people in the city. It developed an online resource providing access to information on college and school options, apprenticeship pathways, vacancies and key local job sectors. Most colleges now use this to promote their courses and process post-16 applications.

The council has identified groups of particularly vulnerable under-16s and is putting extra resources into preventative work to support their transition into a positive post-16 destination. This intensive support is provided to more than 900 students (from a cohort of 7,500) and joins up with wider post-16 support from Connexions, with the aim of significantly increasing post-16 participation.

### **Devolved Youth Contract**

The devolved Youth Contract, part of the Leeds City Deal, has been central to re-engaging 16 to 17 year olds. The council has been able to commission provision alongside existing information and advice services to ensure they work well together, avoiding duplication or individuals 'falling between the cracks'. Joining up resources and services can be tricky, but Leeds has found it important in ensuring that support is consistent, personalised and successful. Of 772 young people on the Youth Contract since September 2012, 539 (70 per cent) had progressed into positive destinations by February 2014. Young people yet to make this transition will continue to receive personalised support until they achieve this.

# 5. A framework for change

This report sets out a framework for achieving the rewiring of the services and support that the public, private and voluntary sectors provide to children and young people. The high level ambitions for councils and their partners will enable local discussions and decisions to design services around the needs of children and young people, not institutional boundaries.

To support this, we have set out key areas for partnerships to consider in their local discussions about how the public sector can work collaboratively to meet the needs of children as they grow to adulthood. We have suggested a focus on age-groups rather than specific services such as education, health or social care to help to maintain a focus on the journey of the child:

## Birth to five

- Health visitors, family nurses and school nurses working together to deliver improved health outcomes for young children.
- High quality early education and childcare.
- Improving play provision, maternity services and support for new parents.
- Adoption, permanence, early help and family intervention for the most vulnerable.
- Improving early support for children with Special Educational Needs and Disabilities (SEND) or with long term health conditions.

## Five to eleven

- Improving primary schools, ensuring fair access to schools, providing sufficient good quality school places and improving the educational attainment of the most disadvantaged and vulnerable groups.
- Commissioning for improved health outcomes for children in terms of physical activity, diet and nutrition and mental health and wellbeing.
- Supporting social development through play and community activities.
- Improving adoption, permanence, early help and family intervention.
- Improving integrated education, health and care support to children with SEND.
- Reducing school exclusions and improving alternative provision.
- Improving support for low-income families, including improving housing standards, safety and affordability.



## Eleven to sixteen

- Supporting improvement in secondary schools and providing sufficient places.
- Commissioning support for particular health, safety and family issues for adolescents.
- Providing youth services and positive activities for young people.
- Making sure schools provide high quality and independent careers advice.
- Encouraging local businesses to work with schools to raise ambition and aspiration and prepare young people for the world of work.
- Providing 'permanence' in case of family breakdown.
- Improving support and outcomes for young people with SEND.

## Sixteen plus

- A focus on jobs for all, economic development and working with business to prepare young people for the world of work.
- Supporting the Raising of the Age of Participation.
- Completing the transfer to councils of funding and commissioning 16-19 education and training to improve local education and skills provision and its connection with the local labour market.
- Local support for transitions to adulthood and work, particularly for the most vulnerable young people and those with SEND.
- Ensuring that young people have somewhere to live and are supported to be active and engaged citizens and members of their local communities.
- Improving preventative services, including those covering sexual health and substance abuse and those that seek to keep young people out of the criminal justice system and custody.



# Endnotes

1. See <http://www.local.gov.uk/rewiring-public-services-children-s-services>
2. [www.local.gov.uk/campaigns](http://www.local.gov.uk/campaigns)
3. Commons written answers 25 Apr 2013: Column 1172W: <http://bit.ly/V8CumC>
4. Soulbury Workforce survey: <http://bit.ly/1nz1POg>
5. 2011/12 the median total income (£ PerPupil) for academies (secondary with KS4) was £720 higher than maintained schools and the median figure for primary academies was £419: <http://bit.ly/1pxl9wC>
6. Establishing free schools, PAC May 2014: <http://bit.ly/QkKQnV>
7. See primary school places local authority basic need scorecards <http://bit.ly/1pdWyRC>
8. For further case studies on the council role in school place planning, see: <http://bit.ly/1IDawa2>
9. For further case studies see the LGA report on 'the council role in school improvement' (June 2013): <http://bit.ly/1sBcuyW>
10. See Youth Contract Delivery Data <http://bit.ly/1m9AY8Y>





**Local Government Association**

Local Government House  
Smith Square  
London SW1P 3HZ

Telephone 020 7664 3000

Fax 020 7664 3030

Email [info@local.gov.uk](mailto:info@local.gov.uk)

[www.local.gov.uk](http://www.local.gov.uk)

© Local Government Association, June 2014

For a copy in Braille, larger print or audio,  
please contact us on 020 7664 3000.  
We consider requests on an individual basis.

L14-321