

EARLY LEAVERS CARE POLICY

IDENTIFYING AND SUPPORTING STUDENTS AT RISK OF NEET

Truro and Penwith College is committed to ensuring that every learner has purposeful post-16 pathways into further learning, community placements or work. Our 'look further' vision is built upon the premise that learners receive effective information, advice and guidance to achieve on a course of their choice and beyond.

Central to this is that learners enrol on courses that are well suited to their working levels and aspirations and therefore stay at college, completing their course. Where this isn't possible, we strive to find suitable options for learners to transition on to rather than withdrawing as we recognise the risks of becoming NEET (Not in Education, Employment or Training). Identifying and supporting young people at risk helps prevent negative outcomes for individuals and has broader benefits for society and the economy.

At Truro and Penwith College, every learner matters and withdrawal, without an appropriate and known destination is always a last resort. Where withdrawal is unavoidable, we follow a structured process focused on prevention, support, and re-engagement and for those who do leave, we ensure their next steps are clearly identified and monitored, with a continued offer of support should they need to return or seek advice and signposting to other services.

This policy outlines how we identify and support learners at risk of becoming NEET including procedures for internal transfer, withdrawal, supportive transitions, and how we report those at risk externally. While statutory NEET reporting applies to 16- and 17-year-olds, we extend this support and monitoring to all 16–19-year-olds and apprentices, in line with our inclusive ethos and commitment to all learners.

This policy draws together practices to proactively identify, prevent, support, and track learners at risk of becoming NEET, ensuring a coordinated approach within the College and in collaboration with external partners.

Identifying Learners at Risk

The College employs a range of methods to identify learners at risk combining data-driven indicators with staff expertise to identify those at risk early:

Risk Factors (Data-Driven):

- Care Experienced e.g. have a social worker, Looked after Children, previously looked after
- SEND (Special Educational Needs and Disabilities)
- Socio-economic Disadvantage e.g. In receipt of free school meals, income under £35k.
- Education history – e.g. alternative provision, EBSA (emotionally based school avoidance), previously home educated
- Irregular or low current achievement/attendance/punctuality or behaviour concerns
- Retaking maths/English
- Social, Emotional or Mental Health concerns
- English as a Second or Other Language
- Young carers
- Living independently (under aged 18)
- Pre-16 learners

The risk increases for learners with multiple risk factors.

Staff Insight:

Staff are alerted to these risk factors through a range of mechanisms, including our comprehensive Inclusion dashboard and refine the initial identification. Staff play a vital role through insight and knowledge of learner's individual circumstances, protective factors (e.g., supportive family), and additional risk factors not captured in data (e.g., recent bereavement, low parental involvement). This expertise is crucial in tailoring the risk assessment and subsequent support. This holistic assessment ensures interventions are timely, tailored, and student-centred.

2. Prevention and Support Strategies

A preventative approach is taken to support learners before they become disengaged. We prioritise early, targeted, and multi-agency support. Key strategies include:

- **Information and Guidance (IAG) at entry:** Opportunities to provide robust IAG before learners begin their journey with us. Taster days for Local schools, Open days, 16+ options evening for all schools. Notably all learners interview for their intended course with a senior member of the curriculum team and have ongoing access to Careers Advice.
- **Careers Education Information, Advice and Guidance:** At Truro and Penwith College, high-quality careers education is central to the prevention of NEET's. Our Careers Team deliver impartial guidance aligned with the Gatsby Benchmarks, meeting learners throughout their programme and at key transition points to explore options and motivate achievement. All students access the Career Zone at key stages of their journey, where they can plan next steps, understand labour-market information and secure positive destinations beyond their course.
- **Attendance Monitoring:** Low and/or inconsistent attendance is a key risk factor for becoming NEET. Procedures such as automated texts home and our attendance process are used to encourage attendance. Those especially at risk e.g. children in care, Learners with High Needs and those with RASPs.
- **Liaison with Next of Kin (NoK):** Contact is made with NoKs as soon as there are concerns and to discuss adaptations and alternatives where appropriate.
- **Staff Expertise:** Staff receive a range of input to equip them to protect learners at risk of becoming NEET such as monitoring reports, weekly meetings identifying those at risk, watchlists and training in Trauma Informed approaches, SEND awareness, Disadvantage. They are trained to record information using student tracking and CPOMS to ensure comprehensive and effective communication of concerns to colleagues.
- **Learning Support and Student Services:** These teams link together with curriculum/faculty teams to provide coordinated support. Early intervention and tailoring support to individual needs are key principles.

Student Services supports vulnerable learners, including those at risk due to SEMH. Personal Support Advisors monitor those most at risk of becoming NEET e.g. CIC, YC, YESOL and initiate early intervention at the earliest stages of concern. They are available

for drop ins to ensure learners can access support at the point they need it the most and will be most effective, in line with the single session intervention model.

Learning Support and Inclusive Practice team use a graduated approach to supporting learners and staff. This involves ensuring all staff are equipped to deliver high quality inclusive teaching first with the addition of more targeted or specialist support as required, a few examples include: assistive technology, loan equipment, calm spaces, learning support mentoring, skills development sessions. Additional process in place to support those most at risk e.g. Learners with High Needs include a dedicated linked inclusive practitioner and a safeguarding and engagement lead.

- **Next Steps and Tutor relationship:** Link tutor, utilising the trusted adult relationship benefits, begins to help learners consider their next steps from induction. All tracked and audited using Navigate system. Evidence based targeting of additional resource for those especially vulnerable and more at risk e.g. additional tutorial sessions and targeted workshops for level 2 learners. Signposting to relevant internal and external services/support embedded in the programme for all.
- **Transfer Options:** Target Setting timed to identify issues early and allow for transfer to another course/provision if one suitable and appropriate. Alternatively, an offer to transfer to our Personal and Professional Development course, a rolling programme designed to develop skills and support a transition to next steps both internally and externally. A bespoke timetable can be designed to attend to individuals' needs. Offering programmes, such as a Vocational/Occupational Carousel considering Local Market Information (LMI), can help students identify suitable career pathways earlier.
- **Youth Workers:** Young People Cornwall completing outreach work targeting learners based on data we provide to hard to reach/vulnerable learners.
- **External Agency Referrals:** Working with local services e.g. CAMHs, early intervention hub, YZUP etc. facilitating and offering appointments in college. Promoting and facilitating pop ups to encourage engagement of relevant services.

All support is tracked via **student records (e.g., CPOMS, Navigate, eTrackr)** and reviewed regularly.

3. Transition Planning and Exit Process

For learners considering leaving their course; learners are encouraged to initially discuss this with a trusted person within college. For most this is their pastoral tutor but for others it may be their lecturer or a member of one of our support teams. Within these conversations the prevention and support strategies are explored and only when these are exhausted or when a learner/NoK insists on leaving the following structured process is followed:

- **Deputy Head/Head Involvement:** Deputy Heads or Heads of each area are responsible for meeting with learners at risk of being removed or choosing to leave to ensure a robust plan is in place with a clear understanding of contingency options. This should always initially focus on overcoming barriers on their current course and transferring to alternative courses within college wherever appropriate and possible.
- **Careers Guidance and Signposting:** Learners considering withdrawal are directed to a careers meeting to explore next steps, plan a potential progression route and address

any barriers to transition. Careers guidance draws on labour-market information (LMI), the Local Skills Improvement Plan (LSIP) and insight from our Employer Connect initiative and Partnership Pledge, helping to identify realistic opportunities and pathways. Signposting to suitable options is embedded within this guidance, and learners are reminded how to re-engage should circumstances change, whilst those with EHCPs receive additional monitoring and support through Your Future Kernow until a positive outcome is secured

Urgent EHCP review: Learners with EHCPs cannot proceed with this process without notification to the Local Authority Caseworker, Your Future Kernow and the completion of an EHCP review.

- **Leavers Form:** A leavers form with an incorporated checklist is completed to include the plan & evidence of next steps and information on how to re-engage or re-access support later.
- **Head of Faculty/OMT Approval:** The Head of Faculty requests withdrawal for approval by OMT/SMT to approve/decline the withdrawal request and signs off the leavers form.
- **Internal Youth Workers:** Internal youth workers from Young People Cornwall can work with learners throughout the early leavers process and after they have left, either transferring them to additional external projects or continuing working with them on the college wellbeing hub project (funded for another 5 years), providing support in their community with an emphasis on social prescribing. This is especially valuable should their intended next steps fail for any reason.
- **External Agency Referrals:** A current list of external agency/project referral options is kept up to date online for staff and learner access: [Early leavers provision NEET.docx](#) this draws on the principle of joined-up support and leveraging local partners.
- **Parental/Carer Support:** If the exit is approved, the Head or Deputy contact home and ensure plan agreed and shared with parent/carers. If the learner does not engage with any of the exit process, the parent/carers is provided with support and information, including the offer of a careers meeting. Information regarding current external projects and how to re-engage is mailed to the learner and their carers.
- **Post-Exit Support from TPC:** All past learners can continue to access careers guidance after they have left TPC, we ensure learners know this on exit. Information sent regarding projects and re-engagement with TPC or wider education and training should their intended next steps not succeed.

Data Management and Collaboration

Effective identification and support rely on robust data sharing and collaboration with partners.

- Data and information sharing on entry
- Accurate Data Recording
- Data Sharing

NEET Reporting

Learners aged 16–19 (including apprentices) with no confirmed destination are reported as “at risk of NEET and tracked via college MIS and pastoral records.

The College alerts the relevant Authority, recognising our duty to report on such students.

College maintains record of contact attempts, parental engagement, and referrals made. Where we cannot make contact with Next of kin or students our safeguarding team make contact to confirm welfare.

Monitoring Outcomes

We monitor the impact of this policy through a combination of in year reporting, destination tracking, student/NoK feedback and quality assurance activities.

Reviewing destinations and outcomes of young people identified as being at risk of NEET helps the College understand which support effective and where additional focus is to be directed.



EARLY LEAVERS CHECKLIST

Each step ensures the student leaves college with confidence, clarity, and continued support.



DISCUSSION WITH TRUSTED MEMBER OF STAFF



A safe, supportive conversation to understand the student's situation.



CLEAR NEXT STEPS OUTLINED



Student is informed of what happens next, with transparency and guidance.



CONTACT MADE WITH PARENT/CARER



Open communication with home to ensure alignment and support.



REFERRAL(S) MADE (IF APPLICABLE)

Connections to external or internal services for continued support.



OFFER OF RE-ENGAGEMENT EXPLAINED

Student is made aware of options to return or re-engage if circumstances change.



LEAVES COLLEGE SIGNED OFF BY HEAD/OMT



Formal approval ensures all protocols have been followed.