Education & Children's Services

Improving Lives Together

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PERTH & KINROSS COUNCIL

16+ Framework 2023 - 2026

Education & Children's Services

Improving Lives Together

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Every young person in Perth and Kinross is entitled to access a suitable and appropriate post-16 opportunity.

Objective/Introduction

To improve outcomes for young people in Perth and Kinross by planning transitions effectively, based on best practice and ensuring sustained positive destinations, through collaborative working and making better use of data.

This Framework aims to provide:

- Consistency of approach across all secondary schools, recognising that special schools and those establishments that deliver alternative education including Navigate, Moorehouse, and Fairview who may have a different approach to suit their context.

- Consistency of approach across Perth and Kinross to improve outcomes, maintain datasets, and provide information to support this.

- Guidance on ensuring robust transition planning to ensure an appropriate offer of a positive post school destination at the point when young people are leaving school. Designed to support effective planning and partnership working in schools and beyond, up to the age of 25 (26 if care experienced).

- Targeted support for young people with Additional Support Needs (ASN) and protected characteristics.

- A clear timeline for inputting of 16+ data into SEEMiS (as per Appendix 1) which should be updated on a regular basis as young people make decisions.

- A detailed agenda which includes analysis of data and updating the Skills Development Scotland (SDS) Data Hub via SEEMiS at the most appropriate times (referenced further in Appendix 1).

Information Sharing and its Purpose

Information Sharing is compulsory. The Post-16 Education (Scotland) Act 2013 makes post-16 information sharing with SDS a legal requirement for local authorities and other public bodies highlighted in the legislation.

The subordinate legislation The Young People's Involvement in Education and Training (Provision of Information) (Scotland) Order 2014 came into force on 1 May 2014. It names the partner organisations that are legally required to share information. It also specifies the types of data to be shared.

Information sharing is part of the Scottish Government Opportunities for All: supporting all young people to participate in post-16 learning, training or work policy agenda, where partners share key data on young people aged 16-25 (or age 26 if care experienced).

Information about the intended and actual destination of young people after they leave school enables front line practitioners to provide more focussed support for young people who are not in training, learning, or work, and are at risk of disengagement. Sharing appropriate information at the right time supports partners to work cohesively, ensuring young people can reach their full potential.

By sharing data on preferred routes and occupations, we are better placed to create meaningful work-based learning opportunities in school and progression pathways into the senior phase and beyond. Designing structured and supported pathways helps to create a positive transition from school to the wider world of education, training, and employment. Information sharing gives partners the confidence that each young person has received the most appropriate support.

Schools and partners will utilise the SDS Data Hub information for a variety of purposes out with the 16+ meetings. For example, identifying groups of young people with a shared interest in a particular employment sector, to design relevant school-college partnership courses, to determine an appropriate Foundation Apprenticeship offer, to seek appropriate provision via ***No One Left Behind*** (NOLB), employer input, and other identified school and post-school initiatives.

Headteachers and Depute Headteachers (DHT) with a 16+ remit will access the SDS Data Hub information for their individual schools via the Perth and Kinross Council (PKC) Analysis suite. This information will be displayed in a dashboard-style format, which can then be saved and shared with relevant school staff.

SDS Data Hub reports will be downloaded centrally on a regular basis and used to update the information contained in the PKC Analysis suite.

The data must not be shared with any external organisations eg , University of the Highlands and Islands (UHI Perth), DYW Tay Cities, locality youth work, etc. External organisations will receive high-level regional data only, which will be shared with them centrally.

SDS 16+ Data Hub Information

Schools are required to collect information from young people regarding their plans for the future. This includes their Anticipated Leave Date (ALD), Preferred Route (PR), Preferred Occupation (PO) and any additional notes regarding College / University / Employment.

Schools are all then expected to hold regular 16+ Transition Meetings (further details available on this later in this document). It is important that this information is kept up to date via schools' 16+ processes to ensure the right level of support can be offered by SDS Careers Advisers at the right time. Schools are required to record young peoples' intentions at the time the data is collected – their intentions may change over the course of their senior phase.

16+ data including ALD, PR and PO, should be collected from each young person through a 16+ form, or through school Guidance Teachers having individual conversations with young people, or through another appropriate method, on at least an annual basis. Where young people are not attending school, but remain on the school roll, every effort must be made by all those people working with them to obtain this information and feed it back to the school to allow for the school staff to update SEEMiS with the required information.

School Administrative/Guidance staff will update SEEMiS with all relevant information at key points in the year as detailed in Appendix 1. Any additional information should be added regularly, and learner conversations with Guidance staff used to keep the data in SEEMiS accurate and up to date in line with the SDS 16+ Data Hub Upload Dates for Local Authorities calendar (Appendix 3).

This information can be obtained via a 16+ paper form/course choice form, or by meeting with young people and collecting and entering the 16+ information into SEEMiS.

Monthly percentage completion rates of ALD, PR and PO should be reviewed and actioned by the 16+ Co-ordinator in school as per the most recent monthly analysis bulletin that Headteachers receive from SDS. This should be shared with all relevant colleagues in school. The monthly completion rates for all schools will also be reviewed by PKC Education and Children's Services School Improvement Team and SDS and followed with schools, if required.

A member of school staff will extract this data from SEEMiS and share with the core team and wider team (see page 6) one week prior to the 16+ meeting. This will contain details on PO, PR, and ALD for all young people in S4-S6.

Additional information such as attendance and current attainment might also be useful to inform discussion at the 16+ meeting. An example of this is included within Appendix 2.

S3

Young people in S3 who are of concern will have been identified through a validation process carried out by SDS. This determines the level of support each young person will receive from SDS based on their personal factors eg, ASN, attendance, SIMD (Scottish Index of Multiple Deprivation) etc. These young people should also be discussed at the 16+ meetings in Term 3 and Term 4. The Core Service Offer from SDS is detailed in Appendix 5.

Ensuring UHI Perth staff are present when young people in S3 are discussed should be prioritised, if appropriate.

S3 16+ pupil data can easily be captured through course choice forms in schools where they make choices for S3.

Leavers

All school leavers' forms must be completed fully using either the paper version of the SEEMiS leavers' form, or the PKC School leavers return form. The information from the forms should then be entered into SEEMiS, paying particular attention to ensuring accurate post-school destination information including 'Start Date' and 'Destination', and up-to-date contact information. This data is then automatically uploaded from SEEMIS to the SDS Data Hub (see Appendix 3) and used to record whether young people have entered a positive destination, therefore impacting schools' positive destination data. Ensuring' contact information is gathered accurately on leavers' forms is important to enable the SDS Post-School Team to contact young people regarding their follow-up destinations, which contributes to the overall ***Participation Measure*** for Perth and Kinross.

Full guidance on SEEMiS 16+ processes is available on ERIC.

School Processes and Procedures

All schools should have a designated 16+ Co-ordinator who is usually DHT and sometimes a Principal Teacher of Guidance. 16+ Co-ordinators should work with all relevant colleagues in their settings to ensure there are clear processes, procedures, roles and responsibilities around 16+ activity. All relevant colleagues should have a shared understanding of the processes and procedures unique to their setting which include:

- A timeline of when 16+ data (ALD, PR, PO) is collected from young people and a calendar of when 16+ Transition Meetings are held for the session.
- Who is responsible for collecting the data from each group of young people and in which format eg, through 16+ forms/course choice forms, meetings with Guidance Teachers etc.
- Who is responsible for inputting the 16+ data into SEEMiS and when, ensuring it is completed in line with the timescales in Appendix 1.
- Who is responsible for monitoring the ALD/PR and PO data to ensure expected completion rates. The earlier the data is input to SEEMiS increases the likelihood that young people will receive their entitlements to support from their SDS Careers Adviser.
- How and when leavers' information is obtained and who follows up incomplete leavers' forms to ensure the data is accurate and complete.
- Who is expected to attend 16+ Transition Meetings and what information are they expected to take to the meetings.
- Who co-ordinates and distributes the agenda and minutes of the 16+ Transition Meetings.

Structure of 16+ Transition Meetings

All secondary settings are expected to hold regular 16+ Transition Meetings. Meetings should take place as per Appendix 1 with a core team of practitioners and partners. Some settings may choose to meet less frequently than advised in Appendix 1, if they already have robust working practices in place that ensure their positive destination performance is consistently in line with or above their virtual comparator. In such schools, they must ensure they review Appendix 1, ensure their processes reflect the updated guidance, and they must ensure they adhere to the dates in the third column in Appendix 1 regarding the Data Hub activities. It is expected however, that most schools will follow the timescales in Appendix 1 for their 16+ Transition Meetings.

Structure of 16+ Transition Meetings (Cont)

The core team at each meeting should consist of:

- DHT with 16+ responsibility (often best if this is the Support DHT).
- Guidance Staff.
- School SDS Careers Adviser.
- Services for Young People (SfYP) Employability Youth Worker.
- UHI Perth Transitions Team.

In most cases, the DHT acts as the 16+ Co-ordinator, however, this is sometimes the responsibility of a Principal Teacher of Guidance. This person should chair the 16+ meetings.

Meetings should be scheduled as per Appendix 1 and to provide staff with enough time to plan pathways and source opportunities for the young people they are working with. Dates for meetings should be scheduled at the beginning of each academic year and shared with all team members. The agenda should be shared one week in advance of each meeting. The 16+ Co-ordinator is responsible for ensuring that meetings are scheduled, agendas are shared, and partners are invited. Consideration should be given to the availability and work pattern of the key partners when the dates are being set to ensure all key partners are able to attend.

The wider core team members should be invited as and when appropriate. These may include:

- DYW Co-ordinator.
- Principal Teacher for ASN.
- Other appropriate partners.

Each meeting should be divided into sections so that each House/Guidance Group staff can attend to discuss the young people in their caseload. For example, each Guidance teacher may need to attend for 15-20 minutes.

Discussion at each meeting will be based around advice in Appendix 1.

Ensure targeted groups are considered as a priority at each meeting, if appropriate, including young people with ASN, those in receipt of free school meals, care experienced young people and young carers etc.

For leavers with ASN please ensure that identified needs are taken into account and sufficient enhanced transition planning is in place, if appropriate.

Good Practice

In schools where positive destinations are consistently high, some common themes have been identified:

- A shared understanding of how young people are referred to the 16+ meeting (schools should develop their own clear referral process, including details of who is able to refer).
- Robust processes for gathering and sharing information prior to the 16+ meetings, see exemplar in Appendix 2. Including the referral process to 16+ group.
- Meetings well attended by all stakeholders.
- Virtual meetings tend to ensure better attendance.
- Meetings remain focussed on those young people who are most at risk of not achieving a positive destination.
- Information on ALD, PR and PO has been regularly gathered and entered into the SDS Data Hub via SEEMiS in advance of 16+ meetings.
- SDS Careers Adviser is required to sign leavers forms and young people are referred to SDS Post School Adviser if they have no positive destination.

Prioritising Young People at the 16+ Transition Meetings

To support schools to determine the priority in which young people should be discussed at 16+ meetings, the scale below outlines groups in order of priority categories:

1. **No destination** – **Requires intensive support**.
2. **Likely benefit from a Learning Agreement** as a first step.
3. **Pending** (Young People with a positive destination, pending confirmation or at risk of not sustaining).
4. **Staying on at school**.
5. **Destination secured** (unconditional offers etc).

Each meeting should be used to discuss young people in categories 1 – 3 and allocate actions and next steps to a named practitioner within the core team, if appropriate.

All actions and interventions should be closely monitored on a regular basis through 16+ meetings. Any fluctuation in categorisation, as per the above scale, should be recorded and shared via the spreadsheet in Appendix 2 by adding a note to the relevant cell.

For information, young people who have left school and not entered a positive destination are case managed by an SDS Post-School Adviser and will receive appropriate support through the Post-School Transition Meetings.

PKC Central Support

Perth and Kinross 16+ Operational Meetings take place at least once per month, which inform quarterly Strategic Level Reviews. Both meetings have appropriate representation from Education and Children's Services School Improvement and SfYP Teams and SDS. The main focus is to ensure sustained positive destinations for young people.

A member of the Perth and Kinross 16+ Operational Team will attend school 16+ Transition Meetings to review the impact of this framework, identify good practice and consider any further supports required.

Post School Transition Meetings

SDS follows up all young people moving on from school up to aged 25, and those up to the age of 26 who are care experienced, to identify who may need some additional support to find the right post-school opportunity through their "Next Steps" service offer. However, not all young people can be reached for a variety of reasons, including change of address, lack of up-to-date contact details, lack of engagement from young people or lack of information about partner agencies engaging with young people. Ensuring all partners follow the advice in this Framework and in Appendix 4, will support with addressing these challenges.

The intention of the post-school transition meetings is to ensure that all young people are supported by SDS and their partners to help them achieve their goals and secure a sustained positive destination.

Each meeting should occur once per term with a core team. The core team should consist of:

- SDS Careers Advisers
- SfYP 16+ Youth Workers

The wider core team members should be invited at specific points in the calendar but may attend more regularly. This may include:

- Perth College UHI.
- UK Government, Department for Work and Pensions (DWP) youth advisers.
- Any other relevant partners.

Tracking and monitoring of post school young people will be extracted from reports from the Data Hub which the SfYP Employability Co-ordinator and SDS advisers will analyse and use to identify areas of need or prioritisation.

Appendix 1 - 16+ Meetings Agenda Items and Data Hub Information

Month	Suggested Agenda Items	SDS Data Hub (via SEEMiS)
June	• Review summer leavers – if "unknown" destination pupils will need action plan to ensure appropriate offer in place. Identify lead staff • Ensure an appropriate course of action for all S5 winter leavers has been agreed with all relevant staff e.g., SDS Careers Advisor, Guidance staff and UHI Perth • Identify up to 8 winter leavers to attend SfYP Employability Programme - submit a referral form to SfYP to secure a place on the programme. See Appendix 6 for full information • SDS and school staff to support pupils with UCAS by using UCAS track	• S3 and S4 – Identify and enter Anticipated Leave Date (ALD), Preferred Route (PR) and Preferred Occupation (PO) into SEEMiS (consider using bulk upload function) • Enter ***Actual*** Leave Date, Destination and Start Date and Post-School Status for all summer leavers • Confirm winter leavers by entering ALD into SEEMiS
August ***Data-sharing via email or meeting***	• School and SDS to share information on those young people who have left school before summer but have not taken up a positive destination • School to support referrals to SDS for young people (and their parents/guardians) who left school before summer and are still undecided about a future pathway • School staff to identify pupils who require enhanced support with UCAS applications and put in place necessary actions • Confirm up to 8 winter leavers to attend SfYP Employability Programme and submit a referral form to SfYP to secure a place	• Leavers with an Unconfirmed Status and those in a negative destination will be communicated by SDS. Schools should support SDS to provide information on these pupils' destinations, where possible • All remaining leavers' forms should be processed, and information entered into SEEMiS by end of August - enter Actual Leave Date, Destination, Start Date and Post-School Status • Consider bulk entry of ALD for S6

September	• School staff and SDS School Advisers will identify pupils who left school before the summer holidays, whose Status is ***Unconfirmed.*** The SDS Careers Advisor will refer pupils to the Post-School Team and any other relevant partners who will nominate a lead professional • School staff and SDS Careers Advisers identify pupils who intend to leave school this academic session, who will require targeted support in order to achieve a positive destination. This is informed by the SDS validation process • Review of attainment – identify those pupils who are at risk of leaving without the necessary qualifications to pursue their proposed pathway • Ensure agreed courses of action for winter leavers are still appropriate, achievable and that necessary supports are in place. • Identify winter leavers who are likely to require a Learning Agreement and refer to SfYP	
November	• Confirm specific arrangements for winter leavers and who will support them. Chair to record this on the 16+ tracking spreadsheet as per Appendix 2 • Address any outstanding issues which would mean winter leavers might enter a negative destination and make referral to SfYP for a Learning Agreement	• Ensure ALL S3/4/5 data (ALD, PR, PO) is completed and up-to-date • Care should be taken to update personal contact details in SEEMiS for all pupils who intend to leave, as per school 16+ procedures
December	• Identify up to 8 summer leavers to attend SfYP Employability Programme and submit a referral form to SfYP to secure a place	• All winter leavers forms should be processed, and information entered into SEEMiS by end of December - enter Actual Leave Date, Destination, Start Date and Post-School Status

January	• Review destinations of winter leavers. If ***Unconfirmed*** destination, SDS Careers Adviser will refer to SDS Post-School Team or SfYP and ensure appropriate offer in place. A lead professional will be agreed by school and SDS Careers Adviser • Identify pupils who require enhanced support to complete college application forms and agree appropriate person to provide this • Check status of pupils who were attending ***New Opportunities*** courses and School / College Partnership (SCP) courses • Confirm up to 8 summer leavers to attend SfYP Employability Programme and advise Employability Youth Worker (see Appendix 6)	• Appropriate staff should process any outstanding leavers' forms • S3/4/5/6 – update ALD, PR, PO
February ***Data-sharing via email or meeting***	• Review pupils whose attendance is a concern e.g., below 95%, discuss interventions that may have to be put in place soon and identify appropriate partner organisations to support, for example SfYP or locality service providers (see Appendix 8)	• S3/4/5/6 – monitor & update ALD, PR, PO
March	• School staff to confirm summer leavers and ensure an appropriate course of action has been agreed with all relevant staff e.g., SDS Careers Advisor, Guidance staff and UHI Perth • Address any outstanding issues which would mean summer leavers might enter a negative destination and make referral to SfYP for a Learning Agreement • School staff to identify winter leavers and ensure an appropriate course of action has been agreed with all relevant staff e.g., SDS Careers Advisor, Guidance staff and UHI Perth	• S3/4/5/6 – monitor & update ALD, PR, PO
May	• Confirm specific arrangements for pupils who are leaving school before the summer holidays and who will support them. Record this on the 16+ tracking spreadsheet • Review all summer leavers' proposed destinations and refer for appropriate support from partners, if applicable • Plan S3/4 data gathering (ALD, PR, PO) • Final check for any outstanding leaver issues/concerns, reflection	• Ensure ALL S3, S4, S5 and S6 data (ALD, PR, PO) is completed ahead of final upload and change of timetable • All leavers' forms should be processed, and information entered into SEEMiS by end of June - enter Actual Leave Date, Destination, Start Date and Post-School Status • Care should be taken to update personal contact details in SEEMiS for all school leavers

Appendix 2 - Example Spreadsheet 16+ Target Group

School	Name	Year	Anticipated Leave Date	Preferred Occupation	Preferred Route	DOB	Priority Group	ASN	ACORN	Attendance %	Current Attainment	Likely post school destination (Plan A)	Reason for referral	Support Requested from 16+ group	Action resulting from meeting	Action Owner	Plan B
Example High School	Katie Example	S4	31/05/2023	Hairdresser	Modern Apprenticeship	########	1	Y	4	70%	Nat 5 PE Grade D, 5 at Nat 4, 3 on track to pass, 2 not on track	UHI Perth	Recent drop in attendance, no applications completed	Support to explore college courses and complete application	Additional appointment with SDS to support with application, Emp Youth Worker to support with college visit	Emp Youth Worker	Learning Agreement

Appendix 3

Skills Development Scotland

16+ Data Hub Upload Dates for Local Authorities 2023 - 2024

The table below outlines the schedule for Local Authorities to upload their pupil information to the 16+ Data Hub via the SEEMiS Web Service.
Please Note: There are certain months in the year which require fortnightly uploads, with the remainder being monthly uploads as highlighted within the statutory guidance. If you prefer to schedule more frequent uploads, this can be accommodated and will ensure that your pupil information is kept up to date.
It would be appreciated if the data uploads could be provided from Monday to Thursday inclusive at the appropriate "Week Commencing" date.

Upload Month	Week Commencing	Upload Month	Week Commencing
August	Monday 21/08/2023	February	Monday 05/02/2024
			Monday 19/02/2024
September	Monday 04/09/2023	March	Monday 04/03/2024
	Monday 18/09/2023		Monday 18/03/2024
October	Monday 09/10/2023	April	Monday 15/04/2024
November	Monday 06/11/2023	May	Monday 13/05/2024
	Monday 20/11/2023		Monday 27/05/2024
December	Monday 04/12/2023	June	Monday 10/06/2024
January	Monday 08/01/2024	July	Monday 01/07/2024
	Monday 22/01/2024		

Appendix 4 - Post School Meetings Agenda Items and Data Hub Information

Month	Suggested Agenda Items	SDS Data Hub
August ***Data-sharing via email or meeting***	• Targeted support group e.g. Care Experienced and young people with ASN • SDS and SfYP to share information on those young people who can't be contacted over the School Leaver Destination Return (SLDR) period • SDS and SfYP to share information on young people who have left school without a positive destination and identify lead professional to support	DATA HUB Report A DATA HUB Report B DATA HUB Report H
October	• Ensure that nominated lead professional is identified to support leavers whose status is ***Unconfirmed*** and who have been identified by SDS school adviser and School • SDS, SfYP and UHI Perth staff to identify and put in place appropriate support for students who haven't taken up a college place or have dropped out of their college course • Review destination of all leavers. If ***Unconfirmed,*** agree appropriate lead professional to offer suitable support	DATA HUB Report A DATA HUB Report E DATA HUB Report I
November ***Data-sharing via email or meeting***	• Review summer leavers whose attendance at college is a concern, discuss interventions that may need to be put in place and identify appropriate lead professional to support	
December	• Pick up winter leavers who might enter a negative destination, review the action plan and put in appropriate support	
February	• Review winter leavers whose attendance at college is a concern, discuss interventions that may need to be put in place and identify appropriate lead professional to support • Sustained leavers information is published	DATA HUB Report - College DATA HUB Report I
April	• SDS to confirm those young people who have a negative destination during SLDR follow up and share with SfYP to discuss appropriate interventions • SDS and SfYP to discuss appropriate interventions for young people who have been identified as ***Unconfirmed*** through SLDR follow up	DATA HUB Report I

Appendix 5 - SDS Core School Offer

SDS Core Service Offer

SDS has a School Partnership Agreement (SPA) with each secondary school, which is reviewed annually.

Customer Groups are pre-defined by demographic information. Based on school discussion, further ongoing validation to ***maximum, medium and minimum***.

Validation is based around SIMD, ASN, care experienced, offending, health, low confidence, young carer, low achiever etc.

The contact requirements throughout the pupil journey are:

Year Group/SDS Validation Category	Entitlement
S1	No entitlement
S2/3	One 1-1 session re subject choice
S3 Maximum	One 1-1 coaching guidance
S4 Maximum Expected to Leave	Five 1-1 sessions
S4 Maximum Staying On/Medium Expected to Leave	Three 1-1 sessions
S4 Medium and Minimum Staying On	One 1-1 session
S4 Foundation Apprentices (FA)	One 1-1 session
S5 Maximum	Three to Five 1-1 sessions dependent on ALD entered by school
S5 Medium	Three 1-1 sessions
S5 Minimum/FA	One 1-1 session
S6 Maximum	Five 1-1 sessions
S6 Medium	Three 1-1 sessions
S6 Minimum	One 1-1 session

Clinics - teachers, parents and pupils flexible offer. Outcome of discussions could change pupils' validation category.

Group engagements S1/2/3, S4 Pathways only.

S5/6 group work is not an official requirement.

Appendix 6 – Services for Young People Offer

Services for Young People April 2023 – March 2024

Services for Young People will employ five Employability Youth Workers. Each school will have a dedicated worker.

The employability worker will attend the 16+ meetings in their allocated schools.

School Employability Programmes

In response to the need identified in our local secondary schools, the aim of this programme is to provide additional support for pupils at risk of leaving school with no positive destination.

Each school will be offered an 8-week programme for 8 pupils between September – December **for winter leavers** and an 8-week programme for 8 pupils between January – May **for summer leavers**.

Pupils aged 15.5 and older who have been identified by their school as at risk of leaving school without a positive destination will be eligible to participate. They must be of statutory school-leaving age at the end of the following term.

The programmes will have a focus on employability and support through working on next steps and pathways but will be designed in partnership with schools so that we meet the individual needs of their pupils.

Examples of training which young people may undertake are:

- Dynamic Youth Award
- ASDAN (Award Scheme Development and Accreditation Network)
- Health and Wellbeing
- Employability Qualification
- First Aid
- Food hygiene

Learning Agreements

Pupils who reach their school leaving date with no planned destination will be offered a Learning Agreement.

Learning Agreements are aimed at young people aged between 16 and 19 who have left school with no positive destination. The young person will have an individualised action plan and will be supported 1 to 1 by their identified next steps coach. The aim is to support young people with any barriers they face to progression, including mental health, homelessness, and care experience. Young people on Learning Agreements are at stage 1 of the Employability Pipeline and not job ready.

Appendix 7 - SDS School Leaver Destination Returns and Participation Measures - Key Dates

Skills Development Scotland (SDS)

School Leaver Destination Returns (SLDR) and Participation Measures – Key Dates

For SLDR (School Leaver):

- ***Initial*** school destinations - the data is uploaded from SEEMiS on the first Monday in October (every year). Please mark all leavers on SEEMiS and confirm post-school status by end of June and at the latest by the end of September, where possible.
- Report published in February thereafter.
- ***Follow up*** school destinations - the data is uploaded from SEEMiS on the first Monday in April (every year).
- Report published in June.

The Participation Measures Reports are Published at Local Authority Level:

- Snapshot reports are published in December and May.
- Annual report is published in August.

The participation data is widely available on the SDS website as follows:

https://www.skillsdevelopmentscotland.co.uk/news-events/2022/december/interim-participation-snapshot-for-16-19-year-olds/

Appendix 8 – 16+ Support Organisations

Name of Organisation	Type of Support	Website	Contact/Referral
Career Ready	Mentoring/Work Experience	https://careerready.org.uk/	Dawn.Forester@careerready.org.uk
Barnardos	Intensive Employability Support	https://www.barnardos.org.uk/what-we-do/supporting-young-people/employment-training-skills/scotland	barnardosworkstayside@barnardos.org.uk
PUSH	Charity for people with learning disabilities	http://www.pushinfo.org/	enquiries@pushinfo.org
GIRAFFE	Work Experience for those facing barriers	https://www.giraffe-trading.co.uk/	01738 449227 (Option 4 Training/Volunteering)
Perth Autism Support	Support for autistic young people and their families	https://www.perthautismsupport.org.uk/	info@perthautismsupport.org.uk
YMCA	Employability/Youth Work/ Activities	https://www.ymcatayside.com/	info@ymcaperth.com
Breathe	Locality Youth Work	https://www.facebook.com/breatheyouthprojectaberfeldy/	georgia@breatheyouthproject.com
LOGOS	Locality Youth Work	https://logosyouthproject.org/	logosyouthbms@hotmail.co.uk
KYTHE	Locality Youth Work	https://kythe.org.uk/	info@kythe.org.uk
SCYD	Locality Youth Work	https://scyd.org.uk/	admin@scyd.org.uk
Westbank	Education and training for people experiencing barriers to employment	https://www.facebook.com/WestbankProject/	westbank@pkc.gov.uk
Services for Young People	Guidance, support and information for young people	https://www.pkc.gov.uk/article/17901/Services-for-young-people	Kathryn Devine KDDevine@pkc.gov.uk
UHI Perth Transitions	Further Education	https://www.perth.uhi.ac.uk/student-services/transitions-support-services/	ashley.king.perth@uhi.ac.uk
UHI Perth Enhanced Transitions	Further Education – enhanced support for transitions	https://www.perth.uhi.ac.uk/school-college-partnership/courses-for-school-pupils-/	Samantha.Watson.perth@uhi.ac.uk
UHI Perth School College Partnership	Further Education whilst still on school roll	https://www.perth.uhi.ac.uk/school-college-partnership/courses-for-school-pupils-/	emma.bowman.perth@uhi.ac.uk

Grand Mentors	Older volunteers supporting young people leaving care	https://volunteeringmatters.org.uk/project/grandmentors/	https://volunteeringmatters.org.uk/project/grandmentors/
My World of Work	Work Inspiration and Preparation Online Resource	https://www.myworldofwork.co.uk/	N/A
Walled Garden	Support for young people experiencing difficulties with mental health	https://www.pkavs.org.uk/wisecraft-the-walled-garden/	admin@pkavs.org.uk
Willowgate	Charity-run outdoor activity centre	https://www.willowgateactivitycentre.co.uk/	info@willowgateactivitycentre.co.uk
Creative Exchange	Employability opportunities around arts/creativity	https://www.waspsstudios.org.uk/space/perth/	info@waspsstudios.org.uk
Enable	Work programmes, training and resources for people with learning disabilities	https://www.enable.org.uk/	enabledirect@enable.org.uk