

Suggested criteria for RAG rating when considering readiness to engage with learning / work

Young people are unlikely to fit neatly into one 'box' or tick every bullet point in each box. This means decisions about an individual young person's RAG rating will reflect the box you which has the most 'yes' answers.

GREEN	<p>The young person:</p> <ul style="list-style-type: none"> • has realistic aspirations • is confident and has good social communication skills • has completed some work experience • has a good idea of what they want to do • has a good level of qualification i.e. GCSEs at A*- C / 9-4 or Functional Skills at Level 2 • has no significant barriers to learning or work i.e. is education, employment and training (EET) ready • is motivated • has good transport links 	<p>The young person may benefit from an information, advice and guidance (IAG) intervention to widen their awareness about career roles, education, employment and training (EET) opportunities and support to help them make informed decisions about available options</p>
AMBER	<p>The young person:</p> <ul style="list-style-type: none"> • has special educational needs • has social, emotional and mental health needs (SEMH) • has a low qualification level i.e. GCSEs at Grade D / 3 / Functional Skills at Level 1 or below • had a poor education experience and / or low attendance • has low or unrealistic aspirations • has a history of exclusions / non-attendance • has not decided on what vocation they want to follow • lacks motivation • has low confidence levels • has been NEET (not in education, employment or training) for more than 2 months • is saying that they want some support to engage with education, employment and training (EET) • has limited transport options / is rurally isolated 	<p>The young person may benefit from more extensive information, advice and guidance (IAG) support to establish what they want to do, e.g. through a guidance intervention, use of career resources and matching tools, an assessment of their work-readiness and identification of practical support to address their barriers to engagement</p>
RED	<p>The young person:</p> <ul style="list-style-type: none"> • has significant and / or multiple barriers which prevent them from consistently engaging with education, employment and training (EET) i.e. diagnosed and un-diagnosed mental health issues, substance misuse, offending behaviour including those awaiting sentence, moderate to severe Special Education Needs and Disabilities (SEND) 	<p>The young person is likely to benefit from re-engagement provision / positive activities / therapeutic interventions until they are in a better position to consider their education, employment and training (EET) options</p>