Franklin Sixth Form College

Annual Accountability Statement and Local Needs Duty

2026/2027 Academic Year

(July 2026)

FRANKLIN COLLEGE TRUST

1. Purpose

Franklin Sixth Form College exists to provide the best possible life chances for our community. As the only specialist sixth form college in North East Lincolnshire and the only Ofsted Outstanding sixth form college in Lincolnshire, the College is committed to enabling young people and adults to progress successfully into higher education, apprenticeships, employment and lifelong learning.

Franklin plays a significant role in supporting educational attainment, social mobility, and workforce development across the region. The College's vision is to provide the best possible life chances for its community, and its curriculum is designed to enable progression into higher education, apprenticeships and employment.

This Annual Accountability Statement should be read alongside the College Strategic Plan 2024–2027, "The Best is Yet to Come", which sets out the College's long-term vision of being an inclusive sixth form college serving its community and local businesses while delivering outstanding educational outcomes.

Since publication of the Strategic Plan, Franklin has strengthened its position as a regional leader in post-16 education following its Outstanding Ofsted judgement in May 2024 and continued growth in student numbers. The College has further expanded employer engagement, introduced an additional T Level provision, strengthened its Centre for Professional Development and enhanced progression opportunities aligned to local and regional workforce needs. In addition, in November 2025, Franklin became an Academy Trust, 'Franklin College Trust' and was awarded empty MAT status, one of only two providers in the country.

This Annual Accountability Statement sets out the College's priorities for 2026–2027 and demonstrates how these contribute to national skills priorities, local growth ambitions, the Greater Lincolnshire and Rutland Local Skills Improvement Plan (LSIP), Skills England priorities and the statutory Local Needs Duty.

The statement also identifies the longer-term actions arising from Franklin's annual review of local needs and provision, ensuring that curriculum planning, employer engagement and progression opportunities continue to support economic growth and social mobility across North East Lincolnshire, Greater Lincolnshire and the Humber region.

2. Context and Place

2.1 Organisational Context

Franklin Sixth Form College is a specialist sixth form college located in Grimsby, North East Lincolnshire. The College serves 2,000 16–19-year-old students through a broad curriculum comprising A Levels, vocational qualifications, T Levels and a Level 2 provision. Approximately 500 adult students engage with community learning programmes.

The College maintains a strong commitment to inclusivity and social mobility, supporting students from a wide range of backgrounds, including those from areas of significant deprivation, students with additional needs, adult learners seeking retraining opportunities and learners for whom English is an additional language.

Franklin's curriculum is designed to provide progression routes into higher education, apprenticeships and employment, whilst supporting local and regional economic priorities through strong employer engagement and partnership working.

2.2 Economic and Social Characteristics

The College serves an area characterised by both significant economic opportunity and persistent skills challenges. North East Lincolnshire experiences lower qualification levels than national averages, particularly at Levels 3 and 4 and above, alongside higher levels of socioeconomic deprivation than many parts of England. Many Franklin students are drawn from communities with historically low rates of progression into higher education and professional employment. At the same time, substantial investment across the Humber region, including offshore wind, clean energy, advanced manufacturing, logistics, defence-related industries and health and care services, is creating demand for a highly skilled workforce.

Franklin operates within the geographical boundaries of the Greater Lincolnshire Combined County Authority and the Greater Lincolnshire and Rutland LSIP area. The College is located on a single campus in Grimsby but attracts students from a wide travel-to-learn area that includes North East Lincolnshire, North Lincolnshire and Lincolnshire. Students regularly travel from Grimsby, Cleethorpes, Immingham, Barton-upon-Humber, Brigg, Market Rasen, Louth and surrounding rural and coastal communities. Travel-to-work patterns within the area demonstrate strong links to the Humber Estuary economy, with significant employment opportunities across energy, ports and logistics, advanced manufacturing, engineering, health and social care, agri-food and the visitor economy.

Progression data demonstrates that while many students continue into higher education across the UK, a significant proportion remains within Greater Lincolnshire and the Humber region, contributing to local workforce needs. This places Franklin in a unique position to support both local talent retention and progression into nationally significant growth sectors.

3. Approach to Developing the Annual Accountability Statement

3.1 Strategic approach

Franklin Sixth Form College has developed this Annual Accountability Statement through a robust process of strategic review, consultation and collaboration with employers, strategic partners, local authorities, education providers and regional stakeholders. This approach ensures that the College's strategic priorities remain responsive to national skills priorities, the Greater Lincolnshire and Rutland Local Skills Improvement Plan (LSIP), the priorities of the Greater Lincolnshire Combined County Authority, and the economic and workforce needs of North East Lincolnshire and the wider Humber and Greater Lincolnshire region.

The College has engaged with the designated Employer Representative Body (ERB), the Federation of Small Businesses, and the Greater Lincolnshire Combined County Authority (GLCCA), alongside local authorities and employer networks, from the outset of the planning process to ensure this statement reflects the priorities identified within the Greater Lincolnshire and Rutland Local Skills Improvement Plan. Early and ongoing engagement with these stakeholders has ensured that

curriculum planning is informed by labour market intelligence, employer insight and coherent local skills planning.

This Accountability Statement is a strategic planning document that sets out Franklin's priorities for the year ahead, identifies measurable outcomes and provides a framework through which progress can be monitored and evaluated. It complements the College Strategic Plan 2024–2027 and supports annual strategic conversations with the Department for Education.

Development of the statement has been informed by:

- Engagement with the Federation of Small Business and Local Skills Improvement Plan
- Collaboration with a wide range of local employers, stakeholders and universities to ensure that our provision reflects current and emerging workforce needs
- Analysis of the Further Education Provider Dashboard to assess learner performance, progression and outcomes
- Consultation with the College Employer Advisory Board and regional partnership groups
- Regional collaboration with further education, higher education and sixth form providers across Greater Lincolnshire and the Humber
- Review of national policy including Department for Education guidance, Skills England priorities, Industrial Strategy priorities and the Government's Plan for Change

In developing this statement, the College has reviewed labour market intelligence, employer feedback, student progression data, curriculum performance, and local economic strategies. Consideration has been given to the skills priorities identified through the Greater Lincolnshire and Rutland LSIP, which continue to highlight shortages in technical and sector-specific skills alongside significant employer demand for communication, confidence, teamwork, customer service, professional behaviours and leadership capability.

This evidence has directly informed the College's curriculum planning, personal development programmes and employer engagement strategy, ensuring that provision remains aligned with both current and emerging workforce demand.

3.2 Employer and Stakeholder engagement

Employer engagement has been central to the College's strategic approach for more than a decade and remains integral to curriculum development, skills planning and student progression. The College has developed strong and sustained partnerships with employers and stakeholders to ensure that provision is responsive to labour market need and supports positive progression into higher education, apprenticeships and employment.

Through the College's Centre for Professional Development, Franklin delivers the established Franklin Professionals Programme, which enables strategic collaboration with employers and sector specialists to co-design programmes that address local workforce priorities. This includes employer-led academies and specialist programmes such as the Career Academy, Social Work Academy and Mental Health Academy, all designed to support talent retention within the region and strengthen progression into priority employment sectors.

In response to employer feedback relating to work readiness and employability skills, Franklin developed the "Meet the Future" programme in partnership with The Business Hive. Introduced in 2024, this employer-led 10-week programme focuses on character development, communication, confidence and professional behaviours, equipping students with the skills required to successfully transition into employment. During 2025, the programme expanded to include collaboration with two additional sixth form providers, increasing its reach and strengthening collective local impact.

The College's Local Employer Advisory Board meets bi-monthly and includes representatives from a wide range of sectors. The Board provides challenge, support and insight to ensure students develop the skills, behaviours and workplace understanding needed to meet employer expectations and succeed within growth sectors.

Franklin also actively participates in several strategic industry groups aligned to regional priority sectors, including:

- Offshore Wind Cluster
- Health Care Partnerships
- Humber Freeport Skills networks
- Future Humber
- Skills Board

These partnerships strengthen the College's understanding of future workforce needs and support sector-specific curriculum development.

3.4 Engagement with other local providers in the area

Franklin continues to play a leading role in strategic skills planning, working collaboratively with other providers to align our provision to meet local needs and reduce duplication. We work closely with our local large General Further Education College, TEC Partnership, located in Grimsby with c.15,000 students and the Lincolnshire Gateway Academies Trust which is made up of seven schools and over 5,000 students.

Central to our vision of providing the best life chances for our community, and to align provision to meet local needs, we organise and deliver key conferences, events and employability programmes and invite local schools and sixth form providers. Engagement with local schools is extensive with tailored provision offered to more than 40 schools to support coherent local planning, strengthen progression routes and reduce unnecessary duplication of provision.

The College delivers large-scale collaborative outreach and employer engagement initiatives to develop understanding and raise aspiration. Recent examples include:

- Our first Health and Social Care Conference (October 2025) with five schools attending with 90 school students and 230 Franklin students
- Creative Conference (November 2025) involving six local secondary schools and over 350 school students, with 100% reporting an improvement in understanding of the Creative sector 78% 'a lot' 22% 'a little'

- STEM Conference (March 2026) with 18 schools and 200 Franklin students and almost 1000 attendees taking part in the annual Progression Event
- Meet the Future employability programme delivered collaboratively with local stakeholders

4. Contribution to National, Regional and Local Priorities

Franklin contributes to national, regional and local priorities by delivering high-quality academic, vocational and technical education that equips young people and adults with the knowledge, skills and behaviours required to progress successfully into higher education, apprenticeships and employment. Franklin plays a critical role in developing the future workforce required to support economic growth, productivity and social mobility.

The College has a clear strategic intent and offers a broad curriculum that supports progression and the development of wider skills and behaviours that reflect local, regional and national priorities. Curriculum planning is informed through annual review, labour market intelligence, employer consultation and student demand, with a strong focus on identifying emerging skills gaps, responding to sector growth and ensuring provision remains relevant within a rapidly evolving economic landscape.

The changing national curriculum landscape has further shaped Franklin's strategic approach to meeting skills needs. Ongoing curriculum reform, including the continued rollout of T Levels and reforms to post-16 qualifications requires the college to provide clearer progression pathways and more flexible learning opportunities. Franklin recognises that these reforms create important opportunities to strengthen progression into higher education, apprenticeships and employment while ensuring students are equipped with the technical, academic and transferable skills required by employers.

In response, the College continues to review and adapt its curriculum offer to ensure alignment with both education reform and workforce demand. This includes the expansion of technical pathways through the addition of Digital & Finance T Levels, the strengthening of employer-led curriculum design, the embedding of digital literacy, AI awareness and green skills across programmes, and the development of more responsive Level 2 and adult learning pathways that support retraining, upskilling and social mobility. These curriculum developments are designed to support student progression into higher-level study, particularly in sectors with growing workforce demand and structural recruitment challenges.

4.1 National Skills Priorities

Franklin contributes directly to the delivery of the Government's national skills priorities by developing the academic, technical and professional talent pipeline required to support priority growth sectors. As a specialist sixth form college, Franklin's contribution is focused on preparing students for successful progression into higher education, higher technical study, apprenticeships and employment within these strategically important sectors.

The College's curriculum, personal and professional development programmes (PPD), employer engagement and progression pathways support the following national priority sectors:

FRANKLIN COLLEGE: BRIDGING THE NATIONAL SKILLS GAP

Aligning curriculum with UK's ten priority growth sectors, integrating academic rigor with personal and professional development for high-demand careers.



BRIDGING THE GAP: Serving as a vital pipeline for national skills priorities, focusing on higher education, technical study, and direct employment. Ensuring curriculum is adaptable and responsive to economic and local industry needs.



LIFE SCIENCES

Pathways in Biology, Chemistry, and Health provide threst progression into biomedical research, pharmaceutical industries, and laboratory science.



DIGITAL AND TECHNOLOGIES

Digital capability embedded college-wide via T Levels and AI awareness. New proposal for a student-led professional filining and editing team.



PROFESSIONAL AND BUSINESS SERVICES

Developing project management and leadership skills through Law, Economics, and Career Academies, necessary for management consultancy and legal professions.



CONSTRUCTION AND THE BUILT ENVIRONMENT

Developing underlying analytical and technical problem-solving skills essential for surveying, architecture, and civil engineering (no specific course offered).



DEFENCE, SECURITY, AND LOGISTICS

Building resilience and technical knowledge through STEM, Public Services, and Digital pathways. New developments in Aviation Operations and a dedicated sports and performance lab.



ADVANCED MANUFACTURING

Supported through Applied Science and Mathematics. Includes a 2025 Level 2 engineering apprenticeship pathway and a planned acofond saster manufacturing program.



FINANCIAL SERVICES

Gaining numerical and commercial skills through Economics and Finance T Levels, focusing on professional behaviors for banking, accountancy, and investment.



CREATIVE INDUSTRIES

Strong provision in Art, Media, and Porforming Arts, boistered by annual employer-lad conferences highlighting emerging opportunities in design and innovation.



CLEAN ENERGY INDUSTRIES

Sustainability integrated through STEM and green skills PPD, supported by a 8-year National Lottery partnership titled 'Our Future Starts Here.'



HEALTH AND SOCIAL CARE

Preparing students for nursing and medicine through Health T Levels and a dedicated Health Academy, supported by an annual Health and Social Care career conference.

THE FOUNDATION OF EMPLOYABILITY



EMBEDDED TRANSFERABLE SKILLS

Integrating communication, teamwork, professional behaviors, and leadership into every study programme to ensure industry-readiness.



EMPLOYER-LED PROGRESSION

Strategic partnerships with organisations like CATCH, the Seafoud Oriinchy & Humber Alliance, and universities ensure curriculum relevance and direct career pathways.

NotebookLM

Across all national priority sectors, Franklin recognises that employers increasingly require not only technical knowledge but also strong transferable employability skills. Communication, confidence, teamwork, professional behaviours, customer service, digital capability and leadership are therefore embedded across all study programmes to ensure students are prepared for successful progression within an evolving labour market.

4.2 Contribution to Local and Regional Skills Priorities: Greater Lincolnshire and Rutland LSIP

Franklin plays a significant role in supporting the local and regional skills priorities identified within the Greater Lincolnshire and Rutland Local Skills Improvement Plan (LSIP) and the economic ambitions of the Greater Lincolnshire Combined County Authority.

The LSIP identified six key themes that require urgent and collaborative solutions across Greater Lincolnshire during its lifecycle:

1. **FORWARD: Growth Sector Technical Skills** - Headline need: Increase the supply of technical skills at pace, focussing on critical Growth sectors that are vital to growing our economy and protecting national security. Specifically, focus must be on strengthening Defence, Energy, Agri-tech/Agri-food and Advanced Manufacturing sectors across Levels 2-7
2. **FOUNDATIONS: Supporting Sector Technical Skills** - Headline need: Increase the local supply of skills in three locally critical Foundation Sectors – namely Adult Social Care, the Visitor Economy and Construction between Levels 2 and Levels 7
3. **INNOVATE: Data, Digital and AI Awareness** - Headline need: Deliver local short/flexible training for Further Education students and adults to plug widening skills gaps in data, digital and AI capabilities in line with technological progressions
4. **INSPIRE: Employability and Essential Skills** - Headline need: Gaps in employability and essential skills across the workforce must be addressed, with particular (but not exclusive) focus on Further and Higher Education students ahead of their entries into the local labour market and other under 25s. Provision for economically inactive 55-64 years olds in hotspots of economic inactivity and coastal areas also requires focus.
5. **EMPOWER: People Management Skills** - Headline need: There is a workforce-wide need for people/team management and succession planning via short training to fill gaps in capabilities, especially in SMEs and family-run firms.
6. **ACCESS: Navigation and Delivery of Training -** Headline need: There is a need to make access to training simpler for local employers and learners to underpin stronger take-up of local provision. More collaboration to address these issues is required.

Within Priority 1 & 2 the Greater Lincolnshire and Rutland LSIP identify seven priority sectors that are critical to the region's future prosperity, which include

1. Defence
2. Energy
3. Advanced Manufacturing
4. Agri-technology, farming and food manufacturing
5. Construction
6. Visitor Economy

7. Health and Social Care including Adult Social Care

Franklin supports these regional priorities through a broad curriculum offer, employer-led PPD, technical pathways and strong progression routes into higher education, apprenticeships and employment. Through curriculum areas including STEM, Applied Science, Digital, Business, Public Services, Creative and Health-related provision, students develop the academic, technical and professional skills required to progress into these high-demand sectors.

The College recognises that, as a sixth form provider, its primary contribution to regional priorities is through preparing students for higher-level study and technical progression rather than delivering all occupationally specific training directly. Where specialist technical delivery is better provided by partner organisations, Franklin works collaboratively with further education colleges, universities, independent training providers and employers to create clear progression pathways and reduce duplication of provision.

Priority Sector	National	Regional	Franklin	In development
Defence	1	1	STEM, Public Services, Business and Digital pathways, developing students with technical knowledge, resilience, leadership, teamwork and problem-solving skills required for careers in defence, security& logistics.	Submission to Lincoln Defence College for funding to support the creation of a sports and performance lab and to develop a new Level 3 Aviation Operations Pathway.
Advanced Manufacturing	2	2	Science, Maths, Applied Science, Digital and STEM PPD, alongside employer-led engagement that increases awareness of engineering, automation & manufacturing careers.	Planning in place for a pathway to support advanced manufacturing, within the seafood sector in partnership with the Seafood Grimsby & Humber Alliance and Lincoln University.
Creative Industry	3		Art, Media, Film, Photography, Performing Arts & related PPD activity, supporting progression into creative, digital and design-related careers while developing innovation, problem-solving and communication skills. An annual employer-led conference and creative industry engagement help raise awareness of emerging career opportunities.	

Digital and Technologies	4		Digital capability is embedded across the curriculum and is central to Franklin's strategic priorities. Through Digital T Levels, Computing, Business and wider digital PPD, students develop digital literacy, data awareness and understanding of emerging technologies including artificial intelligence supporting progression into high-growth digital and technology careers and enhance employability across all sectors.	Proposal in place to purchase equipment to develop a student team to produce and edit Franklin filming content to support student skill development and ensure they are industry ready.
Financial Services	5		Business, Economics, Mathematics and Finance T level, equipping students with analytical, numerical and commercial skills required for careers in banking, finance, accountancy and investment. The College's PPD programmes develop professional behaviours and client-facing skills essential within the sector.	
Life Sciences	6		The College contributes to life sciences sector through Biology, Chemistry, Applied Science and Health-related pathways that provide strong progression routes into biomedical sciences, pharmaceutical industries, laboratory science and research-based higher education. These programmes support progression into sectors critical to healthcare innovation and scientific advancement.	
Professional and Business Services	7		Business, Law, Economics, Digital courses and employer-led career academies that develop	

			commercial awareness, leadership, communication and project management skills. These pathways prepare students for progression into management, consultancy, legal and business-related professions.	
Clean Energy	8	3	STEM courses, sustainability-focused PPD and employer partnerships that increase awareness of green careers. The College is embedding green skills, climate awareness and sustainability across curriculum and PPD to support future workforce demand within the low-carbon economy.	Successful with 5-year funding from National Lottery for a partnership; 'Our Future Starts Here' focused on sustainability and green careers.
Health and Adult Social Care	9	4	Strong and growing contribution to this sector through Health T Levels, Applied Science, Health Academy and employer partnerships with healthcare providers and universities. These pathways support progression into nursing, allied health professions, medicine, mental health, social care and wider health-related careers. An employer led HSC conference established October 2025 to inform students of health career pathways.	
Construction	10	5	We don't offer a specific construction course. However, students develop the analytical, technical and problem-solving skills that underpin careers in construction, surveying, project management, civil engineering, architecture and the built environment.	

Agri Tech, farming, food Manufacturing		6	Biology, Chemistry, Computer Science, Engineering and Business, develop the scientific, technical, digital, and operational skills needed for innovation, production, and sustainability in the agri-food sector.	Planning in place for a pathway to support manufacturing, within the seafood sector in partnership with the Seafood Grimsby & Humber Alliance and Lincoln University.
Visitor Economy		7	Business, Travel and Tourism, Media, Digital and Modern Foreign Languages, develop the customer service, management, communication, and promotional skills needed to grow tourism, hospitality, and leisure industries.	

Across all LSIP priority sectors we recognise that employers consistently identify shortages of employability and work readiness. This was a major theme in the 2023 LSIP and employers report that these issues have intensified over the last three years. A real concern relates to workplace readiness among new entrants and early career staff, with communication skills emerging as the most widely cited essential skills gap common in younger or less experienced recruits.

Employers across a wide range of sectors report deficiencies in confidence, teamwork, customer interaction, professional behaviours, resilience and leadership capability. In response, Franklin has an integrated approach to ensure that all curriculum areas have stakeholder engagement, employer visits and employability is embedded within all study programmes. In addition, the Franklin Professionals Programmes help ensure students develop the transferable skills that employers identify as essential across all sectors.

Our Level 2 students took part in a trial Employability and Skills Passport during academic year 25-26 which focused on skill development and articulation of skills. This is being rolled out again to our new cohort of Level 2 students in the new academic year as these students typically, are the harder to reach and engagement levels are low. Results from the trial year showed that attendance increased from 87.1% to 87.9% and retention from 84% to 86% and skill articulation improved with 91% reporting being more prepared for their next steps.

In development stage is embedding the passport across all year groups.

Closely linked is a deficit in problem solving, initiative and critical thinking as many employers report that recruits can follow instruction but struggle to work independently and adapt to changing circumstances. Franklin embeds independent study as part of a student's study programme and encourages thought provoking content in lessons.

4.3 Strategic Plan

Skills Priorities	Key Aims & Objectives	Intended Impact	Alignment with regional LSIP	2025 - 2026	Growth 2026 - 2027
Defence	Collaborate with Lincoln College of Defence * Create a performance lab * Deliver BTEC Level 3 Aviation Operations (27-28)	Strengthen regional and national defence skills by developing specialist pathways improving progression into defence, aerospace, and engineering careers while supporting workforce demand in strategically important sectors.	**National and Regional**	N/A	N/A
Energy	Promote careers to reflect changing nature *Intro a broader range of employers *Promote emerging careers in STEM conference	Strengthen the energy skills pipeline by increasing awareness of evolving careers in the energy sector, expanding employer engagement, and equipping students with STEM-related knowledge and industry connections.	**National and Regional**	OFSH STEM conference with 452 students attending	OFSH conference with 600 students Five new employer partnerships
Advanced Manufacturing	Increase awareness of engineering, automation and manufacturing *Exploration of a new course * Further networking with GLEAM to develop new employer connections	Increase awareness of careers in engineering, automation, and modern manufacturing, developing relevant curriculum pathways, and expanding employer partnerships to support progression into high-demand regional and national industries.	**National and Regional**	N/A	N/A
Agri-Tech, food manufacturing	Increase awareness of the sector	Increase awareness of Agri-tech and food manufacturing careers by	Regional	N/A	Introduce academy with 20 students

	*Develop pathway in alliance with Seafood Grimsby & Humber Alliance * Strengthening employer engagement within the region to include the wider supply chains.	developing sector-specific pathways strengthening employer engagement across the regional supply chain to support progression into key local industries.			Five new employer partnerships
Health and Adult Social Care	Increase awareness in AHP and Social Care *Develop an AHP pathway *Develop an Adult Social Care pathway	Increasing awareness of careers in Allied Health Professions and Adult Social Care	**National and Regional**	N/A	AHP Pathway 10 students Adult Social Care Pathway 10 students
Data, digital and AI	Further embed digital skills within curriculum *Support students to create a filming and editing PPD *Ensure all students have developed the required digital skills relevant to industry sector	Strengthen data, digital, and AI capability by embedding digital skills across the curriculum, enabling students to develop industry-relevant technical competencies	**National and Regional**	Only 52.7% students know how to set up a Teams, Google meeting 54% students know how to be prof in an email	Increase to 80% Increase to 80%
Employability and Essential Skills	*Level 2 Employability Passport *Skills Audit completion (all students)	Ensure all students develop essential workplace skills through the Level 2 Employability Passport, skills audits, and structured experiences such as online work experience and the	**Regional**	76% improvement in explaining employability skills 1358 students completed	86% improvement 1500 completion

	*Online work experience (all students) *Meet the Future programme (Yr 13)	Meet the Future programme, supporting readiness for progression into education, training, or employment.		215 completed 17 students took part	800 completions 30 students participating
ALT – employability skills	ALT to work with local employers *Support with relevant digital courses *Raise AI awareness for SMEs *Develop people Management skills training - SMEs	Strengthen regional employability by working with local employers through ALT to deliver targeted digital training, raise AI awareness for SMEs, and develop people management skills, helping businesses upskill their workforce and improve productivity	**Regional**	N/A	Develop relationships with employers to offer bespoke courses

5. Inclusive Mainstream Fund

Franklin welcomes the introduction of the Inclusive Mainstream Fund in line with the SEND reform: putting children and young people first (HTML version) - GOV.UK and will utilise funding during 2026–2027 to support transition towards the reformed SEND system.

Funding will be used to:

- Strengthen transition arrangements for students with SEND
- Enhance inclusive teaching practices
- Improve identification and support mechanisms
- Develop workforce capability through staff training
- Strengthen preparation for adulthood and employment pathways
- Improve progression opportunities into higher education, apprenticeships and employment

This work will align with Franklin's commitment to providing an inclusive educational experience and ensuring that all students are supported to achieve positive outcomes as outlined in our Inclusion Strategy.

6. Local Needs Duty

In compliance with the Local Needs Duty, Franklin undertakes a full review of provision yearly with a focus on considering any skills gaps and opportunities within the region. Consultation with employers and universities informs curriculum intent, implementation and it's sequencing to reflect the needs of the local and regional context and preparing students for their next steps. This process ensures that our provision meets the needs of local employers and the community that we serve.

Joint statements have been developed with providers in Greater Lincolnshire to reflect how this works in practice, to benefit our students and contribute to closing the skills gap, which includes GLCCA Accountability Statement and HEYCA Accountability Statements.

This review confirms that Franklin's provision continues to respond well to local demand, particularly through strong progression into higher education, expanding technical pathways through T Levels, extensive employer engagement and highly successful progression into priority sectors such as Health and Social Care, STEM-related disciplines and professional services. The College's curriculum remains responsive to employer demand and national curriculum reform, ensuring students are equipped for both current and future labour market needs. Supported by investment in the campus infrastructure and specialist technical equipment in our T level suites, engineering facility and digital spaces.

In addition, employer-led professional development programmes and sector academies further strengthen students' awareness of industry opportunities and the skills required to succeed within them. The College recognises the significant cross-sector employability challenges highlighted through the LSIP and has responded by embedding these transferable skills throughout curriculum delivery and the Franklin Professionals Programme, Aspire, employer-led academies and the Meet the Future work-readiness initiative. Level 2 students piloted the Employability Skills Passport enabling articulation of skills.

During 2025 – 2026 Franklin enrolled 2,169 full-time students and 500 adults across a wide range of courses, which align with the local, regional and national skills needs. Student outcomes remain strong with 95% positive progression. From the review of last year's targets, Franklin;

- Developed students' essential employability skills with the introduction of the Skills Passport with 91% feeling better prepared for their next steps, the Meet the Future Programme and the Skills Audit with 1358 students completing.
- Improved students' digital literacy with 81% feeling confident with digital proficiency (last academic year – 55%) and numeracy and literacy with 76% demonstrating competency (last year – 36%)
- Increased student awareness of sustainability and green careers with the annual STEM conference and the partnership with OFSH and funding from the National Lottery and a reinvigorated Sustainability group
- Introduced a Health and Social Care Conference for our students and Year 10 students within the region
- Strengthened employer engagement with increased T level provision and industry placements, mentors, curriculum led sessions and industry visits

- Raised aspirations of our Level 2 cohort with the introduction of the Employability and Skills Passport and Social Mobility Week

The Local Needs Duty review identified several areas for continued strategic development during 2026–2027. These include strengthening progression into priority growth sectors including Defence, Clean Energy and Advanced Manufacturing; expanding technical and T Level pathways in response to curriculum reform; increasing student participation in digital, AI and green skills development; and further embedding employability and leadership skills across all programmes. Franklin will also continue to strengthen progression into Level 4+ learning to support the national ambition of increasing higher-level participation by age 25.

Franklin Sixth Form College confirms that a formal review of how well its education and training provision meets local needs has been undertaken as part of the 2026–2027 planning cycle in accordance with the statutory Local Needs Duty. The College conducts this review annually as part of strategic planning, exceeding the statutory requirement to review provision at least once within a three-year period.

The findings from this review have directly informed the priorities, objectives and actions outlined within this Annual Accountability Statement and will continue to shape curriculum development, employer engagement and strategic decision-making throughout 2026–2027.

Governance sign off

The Board of Directors of the Trust reviews how Franklin is meeting, local, regional and national skills need through several mechanisms that enable both long-term strategic planning and operational oversight. These include Director strategy days and annual review of the three-year strategic plan. Together, these enable scrutiny of how the college serves its community by filling skills gaps and to ensure collaboration with local partners to avoid duplication.

On behalf of the Franklin Trust, it is hereby confirmed that the Directors conduct reviews in line with the local needs duty, as such resulting in this plan, and is satisfied that this statement fulfils this duty. The annual accountability statement sets out an agreed statement of purpose, aims and objectives as approved by the Directors on 2nd July 2026. The plan will be published on the college's website by the 31st July 2026.