

## **Preparing For Adulthood (PfA) Managers Focus Group – 10 May 2017**

**Attendance:** Cllr Watson, Cllr Clark, Peter Mennear, Helen Crawford, Dave Willingham (chair), and various representatives across social care, education, North Tees and Hartlepool NHS Trust, Tees Esk and Wear Valleys NHS Trust, and NHS commissioners.

### **Key Points from the meeting included:**

It was noted that following the SEND Self Assessment for Stockton and first SEND Development Day, an action plan had been developed to cover the following areas:

- Local Area SEND Strategy
- Joint Commissioning for SEND
- Engagement and co-production with parent/carer/children/young people
- Development of the Local Offer
- Development of pathways for CYP with SEND specifically; Preparing for Adulthood, and Links to Joint Commissioning
- Development of joined up and multi agency approaches in the early years
- Development of the SEN Support Offer
- SEND Assessment and provision (including personal budgets)

To support this work several working groups had been established. This group had been established to develop the Preparing for Adulthood Pathway.

Each organisation represented at the meeting outlined the key issues from their point of view. These included:

- Leaving Care Team – need to develop employment and accommodation options
- Public Health – needed to develop the offer for SEDN across commissioned services eg. school nursing/sexual health
- North Tees Trust Children's Therapy Team – need better links into Learning Disability services, transition from this Team happens at 19 which does not match with other transition points, and there was a need to focus more on child outcomes not clinical outcomes (identified in Hartlepool Inspection)
- Tees Esk and Wear Valleys – CYP with learning disabilities with EHCPs did not necessarily have formal clinical diagnosis by time of entering adult services
- NHS Continuing Health Care – Different criteria meant that children would not necessarily receive same level of provision when they reached adulthood
- STEPS – Community Bridge Building, and Supported Employment Models were only accessible to adults who had assessed needs under the Adult Social Care eligibility criteria. There needed to be much better employment support for the wider group of people with SEND as a whole.
- SEND Team – Better destination data was need for CYP as they progress into adulthood.

The Group used Self-Assessment documentation, split across several themes (Health, Supported Employment Providers, Schools, Post-16 Providers, Children's Social Care, Adult Social Care, Families (Support Tool) ) in order to assess here they stood in relation to PfA.

As an example, discussion around the Adult Social Care Self Assessment identified the following issues:

- parents and carers may have different long term goals compared to their children
- messages from schools suggested that some staff were unaware of the shift in Adult Social Care, away from Adult Training Centres/Day Services to the person-centred approach that focussed on independence
- the aim should be to reduce the amount of duplicate meetings and take a multi-disciplinary team approach wherever possible

The key points from across the self-assessment discussion in relation to the main themes were as follows:

Adults –Adults staff were currently not invited to Year 9 reviews, and there needed to be clarity on what schools were expected to do/invite at each stage.

Children – Ensuring that the right people are invited to relevant review meetings

Employment – Need to develop further training / work with training options for those aged 16+

Health – Need to have greater consistency on care planning, including recognising young people's hopes and dreams, and better co-ordination of health professionals and their input

Education – Ensuring Schools have the PfA Self Assessments to complete, and recognising that there is more to do in terms of developing and promoting options for post 16+ progression

It was agreed that developing data on destinations was important, as well as a clear idea of pathways and possible progression for young people and their families.

### **SEN Local Area Inspection Development Day - 16 May**

**Attendance:** Cllr Watson, Peter Mennear, Diane McConnell, Joanne Mills, Dave Willingham, and various representatives across Social Care, Education Improvement, North Tees and Hartlepool NHS Trust, Tees Esk and Wear Valleys NHS Trust, NHS commissioners, and schools

#### **Key Points from the day included:**

The purpose of the session was to progress the Self Evaluation of the area's strengths and weaknesses, and inform the ongoing action plan, and develop working relationships. And to agree what should be regarded as 'Good' outcomes for children and young people with SEND, and how these could be recorded and evaluated

It was noted that at the previous Development Day, the overall feeling had been that there needed to be a greater focus on outcomes for children and young people.

Since the previous session the Self Evaluation had been redrafted and the Action Plan developed. Progress across SEND as a whole was described and this included the development of the team dedicated to SEN Support, in addition to the Team focussing on the Education Health and Care Plans.

It was highlighted that Local Areas are expected to learn from their neighbours. Where Local Areas share a CCG (as with Hartlepool and Stockton), inspectors will expect that weaknesses in practice will have been worked on with improvements evident.

Examples of learning from Hartlepool's Area Inspection included:

- recognising that Stockton's EHCPs and 'all about me' sections needed to be more consistently co-produced with the children, young people and their families, so that professional understand what is important to them.
- in Hartlepool the process for checking the quality of EHCPs was lacking consistency. A quality assurance process (based on LAC Personal Education Plan quality checks) was being implemented in Stockton from September 2017.
- progress in secondary schools was not as strong as primary schools, and comparative analysis of learning outcomes of young people with SEN in 16-25 phase was lacking. It was noted that it was planned to host shared SEN meetings with post-16 SEN leads, and Secondary SENCOs. The Committee's work on developing post-16 pathways would also help with this agenda.

A list of 'What good looks like' across each theme was provided to the group.

Participants at the Development Day took part in workshops that aimed to rank outcomes for children and young people by importance, and suggest ways of measuring these.

An update was also provided in relation to the CCG's role. Known issues included issues relating to data (eg. there was no code for 'SEND' within NHS systems as this was not a commissioned requirement), and the CCG was not currently able to view Education-based SEN data. These issues were being looked at. The CCG needed to better understand how improvements were being made across specific cohorts of children and young people, and better use of data would assist with this.

A Joint Commissioning Strategy with Public Health was being developed.

It was also felt it would be useful to agree an overall mission statement covering what the Local Area was aiming to achieve for children and young people with SEND.

**Stockton United for Change – 23 May 2017 – Newtown Resource Centre**

**In attendance:** Cllr Watson, Peter Mennear, Helen Crawford, Michelle Nawton

Ten parents and carers from/invited by SUFC

**Key Points**

Helen explained that the focus of current work was on those with statutory EHCPs and related services, but the overall approach would be discussed within SEN Support too once embedded

The group was shown various draft documents – ‘Planning for when I leave school’ for young people, ‘Preparing for Adulthood Pathway – Year 9 onwards’ guidance document for schools, ‘Preparing for Adulthood’ High Level Flowchart.

These were being developed as part of a programme of work to improve SEND services and feedback from the group was requested. The aim was to ensure better communication in a review, setting expectations, ensuring all health and care input is included, ensure plans should include amended outcomes after every review, and enable parents and carers to hold services to account.

Comments in relation to improving the EHCP process and PFA in general were as follows:

- It was felt that schools were not always organised when the reviews took place and there needed to be more consistency in who attended them.
- General communication from schools needed to improve in some cases. It was suggested a text message system could be used, for example to remind about appointments.
- It was noted by Helen that EHCPs were more rigorous than statements and this should see improvements. Looked After Children Personal Education Plans (PEPs) were RAG rated for quality, and a pilot scheme to RAG rate EHCPs Reviews was to take place, with the results fed back to school governors.
- There was a need to more relevant health input into ECHPs (an example was given that physio reports were the same after each review, year on year).
- Helen noted that her team had been using a PFA Self Evaluation Framework and the relevant sections would be sent to schools and post-16 providers.
- EHCPs needed to be more specific in terms of potential employment options
- A parent highlighted the role of STEPS but noted that this was only available to people with an assessed need. A similar type of service was needed for those who did not meet the criteria. It was noted by Helen that there was good work with

colleges but there needed to be more work on destinations and whether schemes such as supported internships offered realistic prospects at the end.

- More engagement with business was needed, and the Council's Economic Growth team was helping identify funding opportunities.
- Although more engagement with employers/development of pathways was necessary, there were a number of options locally, mainly vocational, and provision such as the Skills Academy at SRC which enabled hands on experiences, and could be accessed whilst still at school. It was important that conversations around what was available were taking place at school, and that schools were aware of what was available.
- It was suggested that case study feedback from young people and what they had achieved would be useful.
- Employers needed to realise that many people with SEND would be great at a particular job, but would need support to get through the initial interview stage. Could work trials take place instead of interviews?
- It would be beneficial to have simpler information on colleges and their particular offer, as parents did not have the time to go through larger lists of colleges.
- It was suggested that college/career open days could be held jointly so that people could see all the options in one go.

A number of suggestions were made in relation to the draft guidance:

- It was suggested a timeline showing what to expect at each point in the process would be useful for the parent version.
- It was suggested that the guidance information could be linked to QR codes , infographics, and other engaging methods of accessing the information.
- It was also suggested that the Local Offer website should have an updated section on PfA with options for Young People to explore.
- Different leaflets could be developed to reach young people with different needs
- The language needed to be real and practical

Queries were expressed about the following issues and responses are included below:

- Provision of life skills? Yes this was provided although access to this was split between college and care services. Colleges provided employability type courses focussing on basic employment etiquette.
- Travel training? A Travel Training Officer had been appointed to the Community Transport Team, and training would be organised via SBC, rather than the various arrangements previously in place. The aim was to ensure that all young people

would need to go through some form of travel training (classroom based if necessary).

- Could you have an EHCP whilst on an apprenticeship? Yes, as these now applied from age 0 to 25
- Care Act Assessments in relation to transitions? These could be requested at the most appropriate point, and the young person did not have to yet be an adult for one to take place.