

# Public Document Pack

## **Late information for Scrutiny Board (Children's Services) on 30 March 2017**

Pages 1-22: Agenda item 7 – To consider a report from the Director of Children's Services in response to the Board's inquiry 'Aspire, Empower, Accomplish – Supporting Young People with Special Educational Needs and Disabilities in Leeds'

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**Report of Director of Children's Services**

**Report to Scrutiny Board (Children & Families)**

**Date: 30th March 2017**

**Subject: Response to Scrutiny Board Inquiry Aspire, Empower, Accomplish – Supporting Young People with SEND in Leeds**



Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**Summary of main issues**

1. On the 10 September 2015 the Scrutiny Board (Children and Families) agreed the terms of reference for undertaking an inquiry that would look at whether the SEND Reforms were making a difference for young people with SEND. The inquiry had a significant focus on the challenges that face young people from year 9 onwards, in education, transition to adult life and into employment or training. The inquiry was conducted over four evidence gathering sessions which took place between September 2015 and February 2016. The scope of the inquiry is set out in detail in the final report, *Aspire, Empower, Accomplish – Supporting Young People with SEND in Leeds*, which was published on the 23 February 2017.

**Recommendations**

2. The Scrutiny Board is requested to note the responses to the recommendations based on their findings and to endorse the approach outlined below.

## **1 Purpose of this report**

- 1.1 This report sets out the formal response of the Director of Children's Services to the recommendations of the Scrutiny Board (Children and Families) inquiry into supporting young people with SEND in Leeds.

## **2 Background information**

- 2.1 Two key pieces of new legislation came into force in 2014. The Children and Families Act 2014 was the biggest educational reform in a generation for families, children and young people experiencing Special Educational Needs and Disability (SEND). The new SEND code of practice: 0 to 25 years was introduced to tell local authorities, health, schools and others how they must carry out their duties under the new Act. The Care Act 2014 set out in one place, local authorities' duties in relation to assessing people's needs and their eligibility for publicly funded care and support.
- 2.2 The Report of the Head of Service for Complex Needs, The Children and Families Act 2014, SEN and Disability Reforms (16 October 2014) stated that children and young people with SEND, despite significant deployment of resource, do less well than their peers: they are more likely to be absent or excluded from school and are more than twice as likely to not be in Education, Employment or Training (NEET). Nationally, longer term outcomes continue to be poor with 93% of learning disabled people known to Adult Social Care being unemployed. The report also clarified that Children's Services wished to actively engage with young people at risk of disenfranchisement and prepare them for adulthood and active citizenship.
- 2.3 There are 273,245 children and young people between the ages of 0 to 25 years living in Leeds. Of this figure 185,057 are children and young people between the ages of 0 and 19 and 88,188 are young adults between 20 and 25 years (Office of National Statistics mid-year estimate June 2014). There are 3038 children and young people in Leeds who have a statement of Special Educational Need (SEN) or an Education Health Care Plan (EHCP). (SENSAP Synergy report 2016) 14,519 children are classified as receiving SEN Support (January School Census 2016).
- 2.4 On the 10 September 2015 the Scrutiny Board (Children and Families) agreed the terms of reference for undertaking an inquiry that would look at whether the SEND Reforms were making a difference for young people with SEND, with a significant focus on the challenges that face young people from year 9 onwards, in education, transition to adult life and into employment or training. The inquiry was conducted over four evidence gathering sessions which took place between September 2015 and February 2016. The scope of the inquiry is set out in detail in the final report, *Aspire, Empower, Accomplish – Supporting Young People with SEND in Leeds*, which was published on the 23 February 2017.

- 2.5 Leeds has as ambition to be a child friendly city by 2030. The mechanism for delivering this vision is outlined in the Children and Young People's Plan (CYPP) 2015 - 2019. One of the five headline outcomes from the plan is to ensure that children and young people do well at all levels of learning and have the skills for life. The CYPP also states that improving outcomes for children and young people with SEND is a priority.
- 2.6 Clear priorities for Children's Services are outlined in the Children and Young People's Plan and driven by an active Children's Trust. Priorities are strategically aligned with the overall local authority plan, the Health and Wellbeing Strategy, and the Safer Communities Strategy.
- 2.7 Leeds is one of only nine national demonstrator sites for the work being undertaken on preparation for adulthood. This work includes supported internships hosted by colleges and post 16 providers to help young people with learning difficulties and disabilities in obtaining the skills and experience they need to secure paid employment.

In March 2016, Leeds hosted a review by the National Development Team for Inclusion (NDTI) who were piloting their evidence based review tool for the commissioning of services for children and young people with SEND. Whilst the review did make some recommendations for improvement, the NDTI concluded that:

*'There is a clear vision and commitment in Leeds to improve the lives of children and young people that is inclusive of those with more complex needs. We found a can do culture and a refreshing willingness to work together to improve outcomes.'*

- 2.8 The challenge is to translate this activity and endeavour across the partnership, into delivering improved outcomes for young people with SEND in Leeds.

### **3 Main issues**

- 3.1 The Local Area SEND Inspection of Leeds took place in December 2016 with the outcome letter being published online mid February 2017  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592610/Joint\\_local\\_area\\_SEND\\_inspection\\_in\\_Leeds.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592610/Joint_local_area_SEND_inspection_in_Leeds.pdf)

There are areas for improvement identified within the inspection outcome letter that align with all of the recommendations made by Scrutiny Board with the exception of Recommendations 7 and 11. Taking a coordinated approach in addressing the Scrutiny Board's recommendations in conjunction with areas for improvement as identified through the Local Area SEND Inspection would seem to be the most effective way forward.

The implementation and monitoring of the recent SEND Reforms and preparation for the Local Area SEND Inspection was coordinated through the Children and Families Act Steering Group, Chaired by the Head of Complex Needs.

The Steering Group is an established multidisciplinary partnership group that would be well placed to oversee and monitor progress against both the service improvements from Local Area SEND Inspection and Scrutiny Board's recommendations. Governance for the Children and Families Act Steering Group is provided by the Complex Needs Partnership Group.

**3.2 Desired outcome: To improve the support provided to children and young people with SEND by improving the quality and timeliness of EHCPs.**

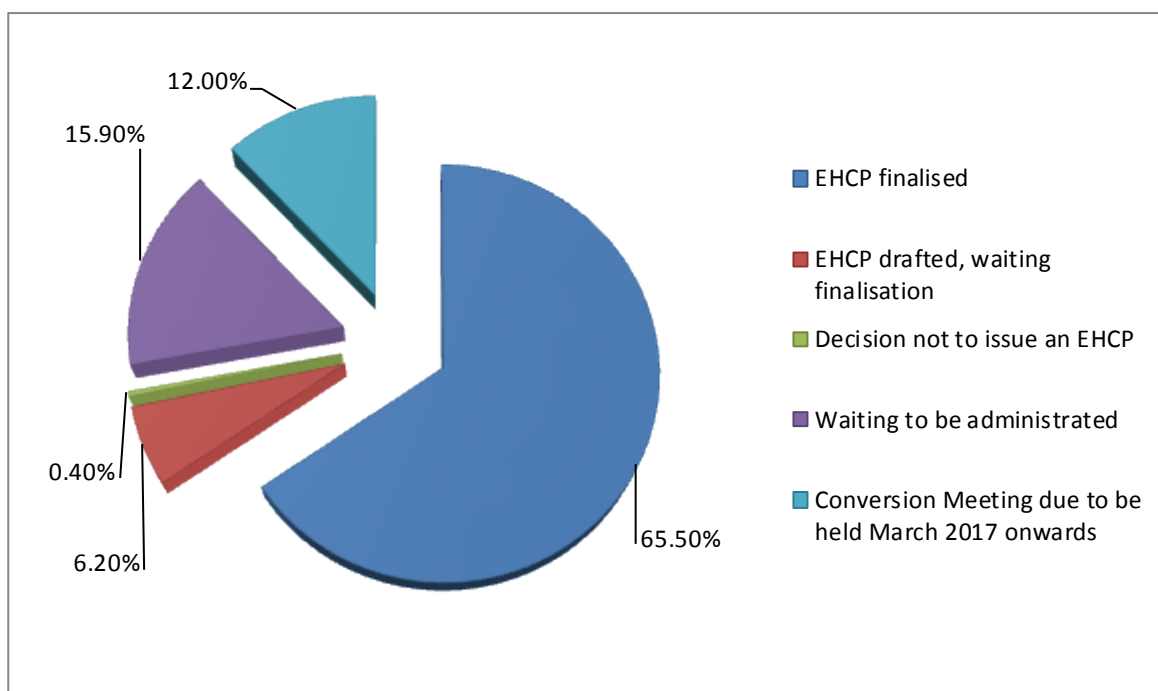
**Recommendation 1 – That the Director of Children's Services works collaboratively with all organisations involved in the provision of conversions of EHCPs to review quality assurance and ensure measures are in place to deliver complete, detailed and individual EHCPs in a timely manner.**

**3.2.1 The Director of Children's Services accepts this recommendation and is pleased to provide the following update.**

EHC plans issued from new assessments are carried out in a timely manner with approx. 90% finalised within 20 weeks.

With regard to the transfer of statements of SEN to EHC plans, Leeds was ambitious about setting a schedule to complete the overall conversion work and this was co-produced with our families and partners and had to fit in with the timeframe imposed by central government.

Leeds LA is pleased that we have together as a local area achieved over 65% of the overall conversions required to be completed by April 2018, as can be seen in the pie chart below. If those that have already been drafted and are awaiting finalisation are added, this number increases to nearly three quarters conversions nearly completed, with a year left to go until the overall deadline of April 2018.



Conversion meetings are held in a person-centred way, focusing on the child and young person's outcomes and with the consideration of whether advice contributing to the review is recent and relevant and whether further information is needed as part of the transfer process. Parents are waiting on average approximately 24 weeks to receive a draft plan and this is not good enough. Efforts to improve this are ongoing, as is the focus on quality. To further improve quality, all draft EHC plans are moderated by a senior officer as well as a termly EHC moderation meeting which includes partners from health and social care and which takes an in-depth look at the advice contributing to EHC plans from both conversion and new assessments.

We continue to improve the EHCP process by working with partner agencies. This includes:

- The Designated Medical Officer (DMO) from Leeds Community Healthcare to continue to work with the SEN team to help align and streamline processes, review the quality of health advice in section C of the EHCP and reviewing the attendance of health professionals at key meetings
- Colleagues in the Transitions Team, Adult Social Care to work together with the SEN team to develop and strengthen the care elements in section D of EHCP and the corresponding provision in the EHC plan to support our young people in preparing for adulthood
- Work to better align short breaks provision to the EHCP review process

This work supports the journey towards achieving consistent, high quality advice from our partner agencies; gives a holistic picture of the child / young person and fully identifies their needs and desired outcomes.

**3.3 Desired Outcome – To be able to utilise information provided by children and young people to identify issues, problems or barriers faced by a particular group, including those with SEND.**

**Recommendation 2 – That the Director of Children’s Services ensures that monitoring information is incorporated in future children and young people’s surveys, facilitated or supported by LCC to enable the analysis of responses from groups including children and young people with SEND.**

- 3.3.1 The Director of Children’s Services accepts this recommendation and is pleased to advise that disability monitoring information was included for the first time in the 2015 /16 My health My School (MHMS) survey. Question 5 specifically asks ‘*Do you have or do you consider yourself to have, a disability?*’ The definition provided for children and young people in the survey is “*A physical or mental condition that has a ‘long term’ negative effect on your ability to do normal daily activities*”. The Health and Wellbeing Service consulted with colleagues from a range of teams and services before identifying the final question and definition. 9013 children and young people completed the survey; 255 primary school children and 274 secondary school young people answered yes to this monitoring question.

The Health and Wellbeing Service (HWS) is able to extract information from the 2015/16 survey results filtered for disability that pupil /students self-report. The next step will be to agree which questions to prioritise and analyse further. A summary report of key findings will be provided to the Complex Needs Partnership Board (CNPB) on 21 June 2017 and next steps agreed.

The HWS is currently in the progress of developing a tailored SEND version of the MHMS survey, so that in time, there will be a more detailed response. The HWS are attending the next SILC cluster partnership meeting to discuss a SILC version of the survey, pulling together a working group from SILCs. An update on progress will be provided to CNPB on 21 June 2017.

**3.4 Desired Outcome – To improve parental engagement and collaboration in order to expand their voice and influence in the education, health and care of their child.**

**Recommendation 3 – That the Director of Children’s Services collaborates with the SILC Cluster to explore how parental engagement can be improved across all the SILCs in the Leeds area to expand parental voice and influence.**

- 3.4.1 The Director of Children’s Services accepts this recommendation. The Director is pleased to report the following in support of the recommendation:
- The Targeted Services Lead (TSL) for the SILC Cluster is in post
  - A senior manager from the Complex Needs Service has been named and will provide the lead on parental engagement



There are opportunities for developing parent / carer involvement with the Leeds SILCs with support from the Voice and Influence (VIC) team. The VIC team has proposed that SILCs identify a Voice and Influence Lead staff member for parent / carer voice in their SILC. The SILC Voice and Influence Lead staff members of parent / carer voice in each of the SILCs could then be invited to join the VIC network and regularly receive citywide opportunities to share with parents / carers but also information and guidance to support them in their role.

The VIC team and the designated Complex Needs Service Lead (as above) will meet with the SILC VIC Leads staff members as a group. This will be to agree what their role will involve, how they will work together, support each other, share good practice / challenges and contribute to the voice and influence report card. The report card is shared with decision makers in the city every six months.

The VIC team will be coordinating a month of workshops promoting the voice and influence of parents and carers in October 2017. Potentially the SILC VIC leads could facilitate the participation of parents / carers (from the SILCs) in a SILC cluster meeting in October. This would enable them to join the discussion and identify any actions that the cluster and senior leaders could support with.

It would be helpful for the SILC cluster to identify an example of good practice from one of the SILCs about how they effectively involved parents / carers in decision making processes in school. The source of the example could come from a consultation, parent survey, parent voice group, parents on interview panels, parents working with staff to review policies etc.

EPIC Leeds is the Parent Participation forum for parents / carers and families of disabled children and young people with additional needs in Leeds. The forum aims to empower parents / carers and families to work in partnership with services, organisations and professionals in the area. EPIC Leeds members are currently attending the SILCs to make themselves known to parents / carers, supporting and encouraging them to become involved in having a voice.

**3.5 Desired Outcome – To facilitate understanding of attainment and achievement of children and young people with SEND at key stages and enable the comparison of standards against national and other local authority standards.**

**Recommendation 4 – That the Director of Children’s Services incorporates information into the next and future Annual Standards report(s) which supports a city wide understanding of attainment and achievement of all children and young people with SEND.**

**3.5 The Director of Children’s Services accepts this recommendation and is pleased to comment that The Annual Standards Report 2015-16 is near to being finished. The report contains information and data specifically pertaining to the attainment and achievement of all children and young people with SEND.**

The SEND Monitoring Group has recently been established and aims to meet twice termly. The remit of the group is to discuss and explore the issues relating to attendance, attainment and achievement for children and young people with

SEND in Leeds. This provision includes; primary and secondary mainstream schools in Leeds, Specialist Inclusive Learning Centres (SILCs), independent special schools in Leeds, alternative provisions via AIPs and secure accommodation where Leeds children and young people with SEND have been placed.

**3.6 Desired Outcome – To understand if an attainment gap exists on the basis of physical disability only. If so, to identify the barriers to attainment and how these can be removed.**

**Recommendation 5 – Recommendation 5 – That the Director of Children’s Services collects and analyses data to identify attainment gaps for physically disabled children and young people, with a view to identifying and understanding if there are any barriers to learning that could be removed through reasonable adjustment.**

**3.6.1 The Director of Children’s Services accepts this recommendation and undertakes to investigate if there are any barriers to learning for the cohort of children and young people who are identified as having a physical disability recorded as their primary SEN need, but no other need. The cohort can be identified using data from the annual January School Census (DfE).**

A review of the attainment and progress of the specific cohort described above will be undertaken. This work will be overseen by the SEND Monitoring Group described at 3.5. This group has oversight regarding the quality and monitoring of educational provision for pupils with SEND (classified as requiring an EHCP or SEN Support).

The Children’s Performance Service is able to provide a breakdown of data that describes how many children and young people have a physical disability need only and which school year group they belong to and total number (Data source: January School Census 2016) .

Early investigation of this cohort shows that there are fewer than 20 pupils within each year group (EHCP and SEN Support). Attainment data is available for the following school year groups R, Y2, Y6 and Y11. Performance measures can be applied to this cohort to show how they compare with their immediate school peers, Leeds as a local area and nationally. However, given the small size of the cohort (around 0.2% of each year group) any accurate analysis of attainment is limited.

A dip sample approach could be used to drill down and explore information about young people’s individual circumstances, such as attendance, attainment against age related expectations, creating case studies.

The Access Officer located within the Special Educational Needs Statutory Assessment Process (SENSAP) team records adaptation and equipment requests made by mainstream school settings for their pupils with a physical disability. It is proposed that this data is analysed to identify any trends.

**3.7 Desired Outcome – To ensure the SILC Cluster is fully supported as it continues to evolve and to understand the impact of the SILC Cluster on improving school attendance.**

**Recommendation 6 – That the Director of Children’s Services works collaboratively with the SILC Cluster Chair to provide an update in September 2017 on the development and progress of the SILC Cluster and on the outcomes of their work on improving attendance.**

- 3.7.1 The Director of Children’s Services accepts this recommendation and proposes to work with the SILC clusters on this issue. This will entail identifying what data and intelligence is currently held, collated and used by the SILC Cluster and the SILCs regarding attendance. Next steps would be to agree what data / performance measures would be helpful to the SILC Cluster in monitoring and evaluating any required activity to improve attendance. This could be captured within a SILC Cluster performance dashboard.

Further discussions with the SILC Cluster Partnership are planned.

**3.8 Desired Outcome – To consider the outcomes of the supported internship pilot, including evaluation of success, areas for improvement and the experience of young people engaged. To understand how this initiative will continue and the level of support and commitment provided by LCC and partners in making this a success.**

**Recommendation 7 – That the Director of Children’s Services provides a comprehensive update in September 2017 on the Supported Internship Pilot, which also includes:**

- a) Feedback from young people who have participated in the programme**
- b) Information regarding the extent to which LCC and partners have supported young people through their internships**
- c) Information about the future of the pilot**

The Director of Children’s Services accepts this recommendation and is pleased to comment that the supported internship pilot ran from September 2015 – July 2016. A supported internship is a course offered by colleges and post-16 providers. The aim is to help young people with learning difficulties and disabilities to achieve paid employment by giving them the skills and experience they need through learning in the workplace.

33 students were referred to the pilot. Seven young people left the programme either because they weren’t ready to participate or there weren’t any internship opportunities available at the time. Three people left the programme due to personal circumstances. 23 students took part in the supported internship pilot. Of those 23, seven did internships with Leeds City Council.

Of the 23 interns, at the end of the pilot:

- Two young people continued their learning at their SILC
- One young person left the SILC
- Nine young people continued with their employer on a second placement whilst continuing at their SILCs during the following academic year
- Seven young people moved onto FE College, six to Leeds City College and one to Leeds College of Building. One is in part-time employment alongside their studies
- Four young people have secured employment as a result of their internship; two young people are doing apprenticeships with LCC in legal administration and in Highways and Transport. One has secured a full-time contract working for LCC cleaning services and the other young person is working part-time at a SILC whilst continuing with college

Feedback received from supported interns was overwhelmingly positive:

“Absolutely fantastic I am doing what I want to do. I am gaining valuable experience.”

“Really enjoying it I am learning many things about the theatre industry. I am involved in all aspects of it.”

And a SILC principal reported:

*“...just to let you know one of our students has got a job from his internship and now therefore left school! Amazing - a young man with serious SEMH needs...”*

As year one of the pilot was nearing completion, all partners agreed that they wanted to continue to develop supported internship study programmes as part of their post 16 offers for high needs students. To maintain some consistency children’s services continued to commission a job coach from Pluss to provide ongoing support to the interns for the SILCs for one more academic year. At the same time 12 members of staff from across the post 16 providers (including the SILCs) are being trained at level three to become a job coaches to help build sustainable capacity locally. A small grant was awarded to Light House Futures Trust to continue to develop and roll out the corporate group supported internships building on the success of the six interns at Yorkshire Water.

Following the pilot Leeds City College developed and rolled out a formal study programme and recruited 22 interns during this academic year (2016/17). There are over 30 supported interns in year two. Just before Christmas last year, six supported interns based at Yorkshire water took over the Complex Needs Partnership Board to share their experiences:

- “I am much more confident. I think we all are!”
- “We fit in here. They treat us as part of their team.”
- “I’m not just learning new skills but I’m mentoring other people and helping them learn them too.”
- “We are trusted to do things properly and deal with confidential stuff.”

Year two of the supported internships will be evaluated at the end of the academic year 2016/17 and reported to Scrutiny in September 2017.

**3.9 Desired Outcome – To ensure that the appointment of additional resources to the Transitions Team and the changes in practice resulting from the Children and Families, and Care Acts 2014 has improved support for young people with SEND.**

**Recommendation 8 – That the Director of Children’s Services and the Director of Adult Social Care provide a collaborative comprehensive update in September 2017 on the impact of the changes in practice and resources and the outcomes for young people (with or without a social worker) who require transition support.**

**3.9.2 The Director of Children’s Services accepts this recommendation and is pleased to provide the following update:**

There is a commitment in practice to ensure a joint approach to care planning for children and young people with complex needs and disabilities between the transitions team and children’s services. Children’s social workers in the child health and disability (CHAD) teams aim to work closely with transitions workers in respect of young people from year 9 onwards. The main purpose of this is to ensure joint planning to achieve outcomes throughout adolescence and beyond. This reflects a shift in practice and does not require additional resource or service provision. As a result of this arrangement; the outcomes achieved for children and young people have been shown to be more holistic and to be reflective of their expected needs as they transition to adulthood. The arrangement is reflected throughout the service in terms of joint approaches at every level including at practitioner, manager and senior leader levels.

The current commitment to strategic change needs to continue in order to ensure that we deliver the aspirations of both the Children and Families Act 2014 and Care Act 2014 with the primary objective being to ensure effective transition into adulthood.

Collaboration between the teams and a shared commitment to supporting people through transitions into adulthood has improved outcomes for young people as described. However there are key areas requiring strategic change to further improve outcomes for young people whilst ensuring that resources are utilised effectively and efficiently and offer value for money

Suggestions for improvement are referenced in the Lenehan report. A significant recommendation in this report is the cohort of young people with Autism and challenging behaviour who post 18 end up in hospital care settings (Transforming Care cohort). The report identifies that early interventions with children and their families are required and continued into early adulthood. Adult and Children’s social care services are working together with partners through the Transforming Care project to address this.

Leeds has identified that the development of a positive behavioural support service which promotes emotional resilience in parents and supports them to

access the knowledge and skills required to effectively support their child is required. Work has commenced between Adult and Children's services to work towards achieving this. This service would include support that could be delivered in family homes and commissioned services particularly respite services.

Leeds has identified that Adult and Children's services need to work in more creative ways, including the use of Direct Payments and jointly commissioned and dual registered residential and community services to provide better consistency and stability for young people at a critical time in their life. Work is planned between Adults' and Children's commissioning to begin to address this.

To improve the transition for young people between children's and adults' health services and ensure that there is a robustness to transitional arrangements (particularly between the age of 16 to 18 years) the Learning Disability (LD) and Transitions service will continue to link into Leeds & York Partnership Trust (LYPFT) Review.

Colleagues in Education and the Transitions Team, Adult Social Care are working together to have greater clarity and a shared understanding of which components of an EHCP are educational and which are social care to help with funding arrangements.

The transitions panel is a forum that:

- Supports positive discussions and shared ownership for the transition of young people in adulthood. This approach ensures clear and robust pathways and is inclusive of young people who present with Care Act eligible needs.
- Discusses how the council in conjunction with partners might support young people at risk of Child Sexual Exploitation (CSE) who are not Care Act eligible. This work feeds into the CSE steering group.

The Transitions Team is working in partnership with the CSE project to shape a practice model post 18 years, based upon the national agenda around CSE and Transitions.

The Transitions Team has worked with Organisational Development to commission and deliver Attachment Training. This model is effective in working with many young people with a disability and / or emotional and behavioural needs. This training has received very positive feedback.

The Transitions Team has been proactive in developing positive working partnerships through meetings, collaboration and training with the following partners; LYPFT, CAMHS and CHAD. A worker has been established in the Looked After Children's Team, who advises on completing Adult needs and risk assessment to facilitate young people moving through the adult pathway.

Formerly the Transitions Team would only work with young people with a disability and an allocated Children's social worker. Since the implementation of the Care

Act the two additional social work posts have enabled the team to assess the needs of young people with a disability at aged 17.5 years. These young people have either had an Early Help Plan and limited service or they have had no social work involvement at all. The additional two workers have enabled the team to respond to this cohort of young people in a planned proactive way to ensure an effective transition into the respective adult teams. Historically these young people may have come to adult services at a later point and in crisis.

The additional workers have enabled the transitions team to participate in a wider development role of educating and facilitating partners to work more effectively with young people through transitions. It has also enabled the team to respond quickly to later referrals and ensure needs are met through timely support plans, whilst maintaining capacity to work with more complex service users and their carers.

**3.10 Desired Outcome – To understand the scope, purpose and content of the citywide PfA Vision and Strategy, and how this is driving change and improvement across all health and social care service in Leeds for children and young people with SEND.**

**Recommendation 9 – That the Director of Children’s Services provides a comprehensive update in September 2017, on the development and impact of the Preparation for Adulthood Vision and Strategy, providing an overview of this strategy to the Scrutiny Board (Children’s Services).**

- 3.10.1 The Director of Children’s Services accepts this recommendation and is pleased to comment that the aim of developing a Preparation for Adulthood (PfA) Vision and Strategy, is to achieve a shared vision with intended outcomes, strategic priorities and indicators which demonstrate a positive impact on young people with SEND as they transition into adulthood. This vision and strategy is being designed using a co-production approach, working with key stakeholders from education, health and care across the city.

In May 2016 it was announced that Leeds was successful in its bid to become one of nine national demonstrator sites for the work we are doing on PfA. The three areas of focus on for the national demonstrator site are EHCP’s, strategic engagement of children and young people, parent and carers, and the Local offer.

The strategic engagement of children, young people and families and the existing good practice and development work we undertake as a demonstrator site will be shared nationally.

A significant amount of consultation with children, young people and families through surveys, focus groups and direct work takes place, to understand what is important for them in preparing for adulthood. To help shape the PfA Vision and Strategy a city wide PfA coproduction event was held (in 2016).

One key piece of work with children and young people used the ‘tree of life’ tool to explore with young people with SEND their aspirations for the future, any barriers that are currently or might get in the way of achieving their aspirations, and the support they need to overcome these barriers. Young people and practitioners

found this to be a powerful tool to use, and the intention is to establish the tree of life tool in our training and workforce development offer across the partnership to engage with children and young people. The findings from this consultation have fed into our supported internship programme.

Further research was undertaken through an audit of 90 EHCPs specifically focused on content relating to preparation for adulthood. This work was undertaken by a multi-agency group including secondary SENCOs, a SILC head teacher, an educational psychologist and a representative from the EPIC Leeds parents' forum. The audit found that EHCPs were generally more focused on education than health and care, and there were opportunities to improve the content of the plans in relation to preparation for adulthood. The findings of the audit were shared with the SENSAP team, who reviewed and developed the EHCP guidance to include more specific prompts in relation to preparation for adulthood, and further training and development has been undertaken with SENSAP in relation to young people's annual EHCP reviews.

Alongside this review and consultation work, a multi-agency transitions group including colleges, educational psychologists, SENCOs, specialist schools, the Transitions Team and health colleagues has been working on an employment pathway, with the aim of using this in educational settings from Year Nine onwards. In January 2017, representatives from this group attended the citywide career information advice and guidance network to discuss EHCPs, SEND and support. They will also be sharing feedback from young people and the audit exercise, as well as the revised EHCP templates. The aim of sharing the information at this event is to prompt careers advisors in schools to consult with their SENCOs about young people with SEND, and to feed this joint working into plans for young people.

A number of workshops and a city wide event are due to take place in March 2017 to celebrate the work to date and to explore what's worked well, what's been challenging, reaffirm the long term vision and goals and explore next achievable steps in relation to preparing for adulthood. Following this event the PfA strategy will be finalised and ready to share with Scrutiny board for the September 2017 meeting.

Appendix 1 – Trees of life

**3.11 Desired Outcome – To ensure that the complexities and barriers to providing supported and effective transition in health and social care services are addressed across all providers in Leeds.**

**Recommendation 10 – That the Director of Children's Services and the Complex Needs Partnership Board oversees the development of a plan aimed at addressing the recommendations within the 'Transition from children's to adults services for young people using health or social care services' NICE guideline, across the LA all relevant health and social care partners in Leeds. Reporting to, and working collaboratively with, the Children and Families Trust Board and the Health and Wellbeing Board to secure positive outcomes. The Complex Needs Partnership Board is**



**required to provide a progress update to Scrutiny Board (Children's Services) at a future meeting.**

- 3.11.1 The Director of Children's Services and the Complex Needs Partnership Board accepts this recommendation and will request that partners agencies come together to establish a specific Task & Finish group. The remit of the group will be to map current practices and developments against the NICE guidelines.

**3.12 Desired Outcome - To fully understand which interventions and support measures have provided the best outcomes for children and young people with SEND to enable effective future commissioning, service planning and investment.**

**Recommendation 11 – That the Director of Children's Services develops an evidence base of 'what works' based on the collection of intelligence and outcome information for SEND young adults who have been supported into adulthood wholly or in part by LCC.**

- 3.12.1 The Director of Children's services accepts this recommendation. We propose to engage a range of key personnel including officers from children's services Complex Needs, Commissioning and Market Management Service and 14 -19 Partnerships alongside colleagues from Adult Social Care commissioning and social work services and colleagues from the performance and intelligence service. These key partners together will scope and plan the work required to implement this recommendation. The work will be undertaken in two stages.

The first step will involve clearly identifying the work already undertaken to collect data and intelligence across a range of services working with this group of young people. Performance data alongside the views of young people and parent carers is already collected to inform commissioning decisions and resource allocation and increasing emphasis is being placed on this. Colleagues in the Children's Performance Service also provide performance monitoring support to the Complex Needs Service and a number of different performance reports are already in place. Therefore it is important to establish a clear baseline of what intelligence and outcome information already exists amongst key partners which can support us in our aim to identify good practice and 'what works' in supporting young adults with SEND through their journey to adulthood. The first actions may include:

- Identifying what information currently exists amongst key partners to create a baseline
- Considering how this information is currently used to commission, plan services and drive investment
- Considering whether this information can be better shared where appropriate
- Identifying if the information that already exists can be used more effectively to build an evidence base of 'what works'

Consideration will be given to whether additional data needs to be collected and what systems may be required to collect the data and intelligence necessary to comprehensively identify best practice.

This work will not just focus on the use of data to identify this but on engagement with young people, families and key stakeholders in order to understand their experiences and views of what worked for them.

In addition national, regional and local best practice will be considered as part of a clear evidence base.

This project will aim to bring together a clear picture of what data exists, which interventions have provided the best outcomes and 'what works' for young adults with SEND who are being supported into adulthood. It is important that this links with and complements other pieces of work such as individual service and commissioning reviews which could utilise the improved evidence base to ensure decisions made regarding the deployment of resources are as robust as possible and outcomes are maximised.

## **4 Corporate Considerations**

### **4.1 Consultation and Engagement**

- 4.1.1 The Scrutiny Board (Children and Families) visited five educational settings between January and April 2016 to speak to educational professionals, young people and carers. Their contribution was informative and highlighted many complexities. Visits were made to the SILC Cluster (Green Meadows School), Broomfield (South SILC), John Smeaton Academy, Ralph Thoresby and the SILC Parliament at Penny Field School.
- 4.1.2 Consultation and engagement with children and young people with SEND and their parents and carers is ongoing, as described in this report at 3.4 above.

### **4.2 Equality and Diversity / Cohesion and Integration**

- 4.2.1 Equality and diversity issues have been considered throughout the Scrutiny inquiry. The evidence submitted and the topics debated in the inquiry have highlighted that more males than females experience SEND. With regard to ethnicity 75.55% of children and young people in the 2014 cohort are white. The greatest concentration of children and young people with SEND reside in the inner city and South Leeds. It is a well documented fact that children and young people with SEND do less well than their peers, with long term outcomes that are poor. The inquiry may contribute to addressing this inequality.

### **4.3 Council policies and City Priorities**

- 4.3.1 The Equality Improvement Priorities 2016 – 2020 have been developed to ensure that the council meets its legal duties under the Equality Act 2010 by helping the council to identify work and activities that reduce disadvantage, discrimination and inequalities of opportunity.
- 4.3.2 The scope of the inquiry fulfils some of the best council objectives and priorities as defined in the Joint Health and Wellbeing Strategy, Better Lives Strategy, Children and Young People's Plan and Best Council Plan 2015 – 2020. These include; improving educational achievement gaps; providing skills programmes and

employment support; improving school attendance and reducing the percentage of young people who are NEET.

#### **4.4 Resources and value for money**

- 4.4.1. Following the introduction of the Children and Families Act 2014 and the Care Act 2014, additional pathways between Children's Services and Adult Social Care were developed to ensure that young people with SEND were effectively screened for eligibility of service. This has broadened the cohort of young people receiving support from the Transitions Team to include those young people with an early help assessment or an EHC Plan requiring adult services. Two additional members of staff have been recruited to the team to take into account the increase in role and workload. The importance of using resources wisely is acknowledged under the response to Recommendation 8.

#### **4.5 Legal Implications, Access to Information and Call In**

- 4.5.1 None

#### **4.6 Risk Management**

- 4.6.1 Risks will be identified and managed through the development and delivery of the improvement plan which will cover the recommendations of both the Joint Area Review outcomes letter and the Scrutiny Board report.

### **5 Conclusions**

- 5.1 The Chief Executive, Director of Children's Services and Complex needs Partnership Board welcomes the recommendations of the scrutiny inquiry and undertakes to ensure the co-ordination of their implementation as outlined in this response.

### **6 Recommendations**

- 6.1 The Scrutiny Board is requested to note the responses to the recommendations based on their findings and to endorse the approach being taken.

### **7 Background documents<sup>1</sup>**

- 7.1 None

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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## Looking at the hopes and aspirations of young people through trees of life

A tree of life is a visual representation through writing and drawing of future hopes and aspirations of young people with SEND.

67 trees were developed with young people from year 8 to post 16 from 6 different schools.

We are planning to explore how the trees of life approach could potentially be used in the annual Education Health and Care Plan Reviews.

What did we learn?

### The main things that are important in your lives now are:

- The most important thing in young people's lives now was family and relationships; this was followed by friends, leisure activities and home comforts.

### The skills and qualities you have:

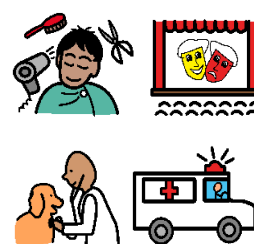
- The overwhelming majority of young people said they were good at creative things such as art, cooking, music and dancing. This was closed followed by young people being caring.
- Lots of young people said they had a variety of educational skills such as reading, science and maths.
- Half of the young people said they were good at leisure activities such as sport and video gaming.

### Where do you want to live in the future and who with?

- The most popular place for young people to live in the future was in Leeds, some young people wanted to live on their own where others wanted to live with friends and family.
- Some young people would like to live abroad.

### What jobs would you like to do in the future?

- The most popular jobs young people aspired to do were creative jobs, such as hair dressing or acting.
- Other jobs included medical and veterinary positions, as well as roles within the emergency services.



### What would you like to do for 'fun' in the future?

- Most young people said they would like to take part in activities such as playing games, drinking and swimming in the future. This was followed by some young people wanting to travel abroad.



### What is your big dream / ambition for the future?

- Most young people said their main dream / ambition for the future was to independently travel, this was either by learning to drive or simply using different modes of transport such as planes and trains.
- Young people said they would need to get a job and earn money in the future to make their dreams happen.
- Some young people had dreams of getting married and living with their partner in the future.



### What would stop your dream / ambition happening and what would you need to do to make it happen?

- Most young people said they would need to go to college to achieve their ambition and gain qualifications and training.
- Young people said they would need money in the future, and if they didn't have money this would stop them achieving their dream.
- Young people said they would need support from their family and friends to achieve their dream / ambition.

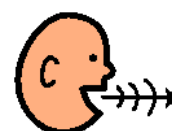


### How will the findings be shared once the summary is available?

The report is being shared with Cllr Mulherin (Lead member for children and families) and the Complex Needs Management Team.

Key messages from the trees of life and examples developed by young people will be included on the Preparing for Adulthood strategy and webpages.

Barry Jones (Complex Needs Area Lead) talked about the trees of life work and shared some examples in a presentation at a SENSAP staff away day. Barry will be sharing the findings at the Careers network in early in 2017. Blank trees of life will be shared at the event for others to complete with young people when thinking about careers in the future.



We are exploring how young people's tree of life could potentially be used in the annual Education Health and Care Plan Reviews. If you have any ideas we loved to hear them. You can e-mail us at [preparationforadulthood@leeds.gov.uk](mailto:preparationforadulthood@leeds.gov.uk)



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