

Responses to EDCM Charter Commitments

Commitment no.1 - We know how many disabled children live in our area and all agencies in our area are working together to plan services based on this knowledge

The Complex Needs service gathers and analyses data from a variety of internal and partner agency sources about disabled and SEN children and young people. This includes information from:

- Special education needs / sensory teams
- Schools
- Children's health and disability social work teams
- Funding teams
- Commissioned short breaks
- Health

The service also uses externally available information such as census and population data to identify and describe the needs of children and young people with SEND living in Leeds.

The data that helps to identify the number of children and young people in Leeds who are the most vulnerable comes from the following:

- C&YP who are Statemented and receive FFI
- C&YP who are Statemented and don't receive FFI
- C&YP who received FFI but are not Statemented

The Children's Disability Register which is currently being developed will hold data about disabled children and their needs. It is a voluntary register and parents will need to sign up to it. It won't give the authority a complete figure but the register, with the above information, is helping the authority and key stakeholders to build up a picture of the numbers of disabled children and young people accessing our services in Leeds. In December 2013, a consultation questionnaire will go out to parents to ask them what information they would be prepared to share about their child(ren) and what benefits they would like to receive in return. The findings from this consultation will inform an options paper that will go to the Complex Needs Partnership Board (CNPB) and Children Services Leadership Team (CSLT) by the end of Feb 2014.

It should be noted that Leeds has an increasing number of children under five. Data analysis and observations by service providers is showing that the demand for SEND services is increasing more in the areas of cognitive learning; communication and autism.

There is also an increase in the number of C&YP with complex needs – this is evidenced by the increasing numbers of C&YP (with SEND) that have both primary and secondary needs. For example children who have a primary need relating to a physical disability and also have behavioural difficulties.

Commitment no.2: We have an identified lead with specific responsibility for services for disabled children

Childrens Services in Leeds City Council has a Complex Needs Service which is led by Barbara Newton. The service sits under Safeguarding, Specialist and Targeted Services lead which is Steve Walker. This Complex Needs Service brings together all Leeds City Council Services for children and young people 0-25 with special educational needs and disabilities, with the aim of providing a joined up response to their needs in order to maximise life chances and improve outcomes. The service delivers direct support to children and families where this is required, as well as works to build capacity in schools, settings and other providers to facilitate the inclusion of, and support for, children and young people with complex needs.

In terms of the provision of a governance framework, there is a Complex Needs Partnership Board (CNPB). This board brings together agencies and key stakeholders involved in the provision and commissioning of services for children with complex needs in Leeds. It seeks to provide governance and direction on all aspects of complex needs, in order to support services to make a significant contribution to improving outcomes for children and young people aged 0-25 with complex needs. The partnership aims to improve outcomes through the identification of key priorities and providing a clear decision making and accountability mechanism for complex needs services. The CNPB is required to produce an annual report in the early autumn to inform the Children's Trust Board of progress and inform the development and review of the Children and Young People's Plan (CYPP). This should cover progress made over the last year and plans for the year ahead in the context of emerging policy developments and resource availability.

The Complex Needs Service includes the following services: Educational Psychology; SEN and inclusion support from early years onwards; sensory services; child health disability social work; occupational therapy; a small best practice development team and the SEN statutory assessment and provision functions. Services are arranged on an area basis where possible in order to foster positive relationships and joint working. There are three Complex Needs area leads, each of whom also fulfils a thematic leadership role city-wide. Some services are managed centrally where this is most appropriate, usually either because they are very small or they are dealing with processes such as the allocation of SEN funding to schools that must be administered in a consistent manner.

The Vine Service for post 19 young people with the most significant learning difficulties and disabilities is also currently part of the Complex Needs Service, working in partnership with Leeds City College. A crucial role of the Complex Needs Service is to work across children services and with a broad range of partners including adult services, health, the voluntary and community faith sectors, schools, settings, learning providers and so forth in order to deliver an effective co-ordinated approach.

Commitment no.3 - We are providing clear information to support choice and control for parents that explains how we provide specialist services and also make all universal services accessible.

The Family Information Service (FIS) in Leeds is a service for parents and carers of children and young people aged 0-19 (or up to 25 if their child has a disability). They provide information on a wide range of family services including childcare, family support and activities.

The FIS website provides a significant amount of information for parents and carers of disabled children and young people with special educational needs (SEN) including information about the Common Assessment Framework (CAF), Early Support, Short Breaks, Sports and Leisure Activities and Transitions as well as information on available advice and support.

The FIS website is being further developed to share information and communications with parents, carers and families on the role of the strategic voice and influence groups for parents, carers and families. In addition to this, it will be a central place to share information about consultation activity.

As a result of the Children and Families Bill, local authorities are required to produce a 'local offer'. The aim of the Leeds local offer is to make sure families can easily find out what services are available for children and young people with special educational needs (SEN) and disabilities in their local area. The Leeds local offer will provide clear, comprehensive, accessible and up-to-date information about all services from birth to 25, including all education, health and social care services in one place. It will help families to find out what help they can access to meet their individual needs. The local offer will also provide a place where families will be able to share their views of services and how they would like to see them develop. These views will then be taken into account as services are reviewed and developed.

The Complex Needs Service is coordinating work to develop the Leeds local offer. They are working closely with partners, including parents and carers, young people, and service providers like schools, health services and voluntary organisations.

EPIC is a partner organisation to Leeds City Council and other stakeholders that helps to ensure clear information to support choice and control is provided to parents, carers and disabled and SEN children and young people. They do this through being involved in different areas including service design, consultation with other parents and carers and through quality assuring and assessing the services provided, etc. EPIC are on the steering group for the Leeds local offer to ensure that its development takes into account the views and requirements of parents and carers of disabled and SEN children and young people.

Commitment no.4: Parents and carers in our area have access to transparent information on decisions made about their child, and have access to mechanisms for providing feedback

In Leeds it is integral to service delivery that children, young people and their families have a voice in decision making and work in partnership with us to plan and deliver services across the city.

In Leeds we aim to support families to become better equipped to solve their own problems and address the challenges they face. We are developing our role as a facilitator, so that more of what we do enables families to make positive changes themselves that ultimately make them stronger together and more resilient. Working in this way, doing things *with* children, young people and families rather than to them or for them, is a technique known as restorative practice and over the last 18 months we've been gradually introducing a revolution in this approach across children's services.

Ultimately restorative practice is about creating the conditions for people to have better quality conversations, ones that avoid blame and instead focus on understanding how people feel and finding meaningful solutions to their problems. This is done through things like asking the right type of questions, creating the right setting to make the conversation as equitable as possible and having the right facilitation skills present to keep the conversation flowing, focused and constructive.

Over the last 18 months more and more of our staff have been on restorative practice training. A number of our schools now use restorative practice techniques to structure their day and shape how pupils and staff communicate with each other.

Of particular importance is our roll-out, city-wide, of an approach called Family Group Conferencing (FGC), which is a form of restorative practice that takes the techniques mentioned above into the heart of families experiencing serious challenges. It is a decision making meeting in which a child's wider family network come together, discuss concerns and make a plan about the future arrangements for the child. Parents, children, members of the wider family and family friends are given clear information about safeguarding concerns and are asked to produce a plan that addresses those concerns.

Each FGC is co-ordinated by an accredited FGC co-ordinator who is neutral and independent from the social work service. Most families, social workers and other professionals value this level of independence. The planning for each FGC involves the Co-ordinator spending time with each family member and allowing for private time at the FGC.

In Leeds, we have developed a permanent FGC service and we are planning to support further development of our FGC work. We currently receive around 40 referrals a month from social workers and hold around 25 initial FGCs per month with families. As part of the current expansion we are creating three area focused teams with increased capacity and better links with local services and communities.

We have built a team of skilled facilitators who are leading this work and we're already seeing some fantastic results to help families take control of their problems and make positive changes.

Another important mechanism which has been in use in Leeds longer than FGC is the Common Assessment Framework (CAF). A CAF is the first step towards Early Support and short breaks. It involves listening to parents and carers to find out about their needs, and what works well for their child. An action plan is agreed with parents/carers and their child to make sure they get the help they need.

The approach to CAF in Leeds, like with FGC, is restorative, focusing more on solutions than problems. That means taking a particular interest in what is working in people's lives, as opposed to what is not and helping them to work out how to change the parts of their lives that are not running so well. Parents, carers and children and young people are put at the centre of the CAF and are helped to understand the process through information leaflets. This makes the process helpful and empowering for them, and enables them to contribute effectively to the partnership between them and all the other agencies involved in the CAF. Being involved in their child's CAF means that parents and carers are able to not only see how a decision has been made, but also enables them to contribute to decisions that have been made about their child and provide feedback about their experiences.

The CAF in Leeds also recognises that disabled children are children first. This means that a child's needs may not be related to disability but could still require access to different services dealing with issues such as: income, housing, bullying, early years provision and access to play and leisure.

As well as having the opportunity to provide feedback through the FGC or CAF process, information is available to parents and carers about decision making processes and mechanisms for providing feedback are made more accessible through our commitment to the use of Plain English. An example highlighted by EPIC Leeds, is the Draft Short Breaks Activity Guide of which there is also a One Minute Guide as well as a twenty page summary for parents. In addition, all Information published on the FIS website as well as information in printed formats, includes contact details which parents can use to provide positive as well as negative feedback about their experiences.

The Leeds Parent Partnership Service (PPS) also plays a vital role in provides parents, carers and professionals with impartial advice, support, help and information around special educational needs (SEN), choice advice (admissions) and behaviour (on-going behaviour, fixed term exclusions and permanent exclusions). The PPS operates a helpline which is guaranteed between the hours of 10am to 3pm on weekdays during term time. The service is confidential and is open throughout the year, including school holidays.

The improved accessibility of information and opportunities for feedback available to parents has been driven by the 'parent voice' and the use of a restorative approach. Parents and carers in our area increasingly have access to transparent information on decisions made about their child, and have access to mechanisms for providing feedback.

Ensuring parents and carers in our area have access to transparent information on decisions made about their child, and have access to mechanisms for providing feedback is a key tenant of the development of the Local Offer in Leeds and other developmental work related to the implementation of the Children and Families Bill.

Commitment no. 5: Disabled children and their families are involved in the planning, commissioning and monitoring of services in our area, including both specialist and universal services.

The involvement of disabled children and their families in the planning, commissioning and monitoring of services in Leeds is demonstrated through the strong involvement of our parent forum EPIC Leeds in the design, development and procurement of services for SEN and disabled children and young people.

EPIC Leeds has been involved in leading a number of procurement contracts with LCC and the NHS. These include the Independent Support Workers contract, the Portage Service contract with Barnados, and the Leeds inclusion Support Service contract which is now with Scope. EPIC Leeds is also a member of the steering group which is responsible for the monitoring of the Scope contract. As well as scoring for tenders, EPIC Leeds also takes on the role of 'mystery shopper' to help with the monitoring of these services.

Parents, carers and disabled young people have also been involved in decision making of the use of the governments short breaks capital grants scheme. Leeds received £400,000 from the government to enable more disabled children and young people to access short breaks. Parents and carers helped to determine the beneficiaries of the funding of which there were 17 in total. The beneficiaries were both internal to the council, for example Herd Farm, and external such as Northern Ballet. The capital was used to buy equipment, vehicles and, in some cases, for building work to enable children and young people to access the short breaks.

Young people with disabilities/complex needs were involved in citywide consultation around assistive technology services and support provision in Leeds. The consultation event for children and young people with physical, learning and care needs and their families was held on 14th August 2013. The aims of the event were to provide information about plans for the new Assistive Technology Hub for Leeds, consult service users on plans for Phase 2 of the project and talk to professionals for information and advice.

Currently there are pages on the LCC website relating to services that come under the umbrella of Complex Needs. Work has begun within the service to write new material to go on these webpages. A significant amount of improvement work has begun that will provide parents, carers and children and young people with service information in line with the government requirements of producing a local offer.

The Children and Families Bill will also bring in to effect changes by September 2014 that will require local authorities, the NHS and other stakeholders to start implementing a new Education, Health and Care plan (EHC) which will replace the old statementing process. Parents and carers will be involved in the development and roll out of these new processes to ensure they satisfy the needs of the Bill and to ease and support the transition for disabled and SEN children, young people and their families.

Commitment no.6: Our Parent Carer Forum is instrumental in developing and reviewing services in our area and promoting choice and control for parents.

EPIC Leeds is the parent / carer participation forum in Leeds which aims to empower parents and carers to work in partnership with services, organisations and professionals to improve choices for disabled children and young people with additional needs.

EPIC Leeds meets on a bi-monthly basis with professionals from across services. There is an EPIC Steering Group which provides an opportunity for EPIC Leeds to update professionals on their progress and ask for information advice and guidance.

EPIC Leeds works closely with a number of services, agencies and organisations from across children's services. In particular, EPIC has a very strong relationship with the Parent Partnership Service (PPS), and chair the Parent Partnership Service Advisory Board. In addition, the Coordinator of the PPS in Leeds is a member of the EPIC Leeds Steering Group. EPIC have developed good relationships which have paved the way for better and meaningful partnership working which in turn has strengthened their role in promoting choice and control for parents.

EPIC Leeds are members of a number of project groups, steering groups which enable them to fully participate in the development and review of services for SEN and disabled children and young people and their families. Some of the most recent work streams they have been involved with include: the Short Break Commissioning Project Team; Brighter Future Magazine Steering Group; Parent Partnership Steering Group; Windmill Children's Centre Steering Group; Early Years Inclusion; Independent Support Worker Commissioning Project; NHS Review of Therapy in Schools; Portage Service Commissioning; the Leeds Inclusion Support Service Commissioning Project and Short Breaks Steering Group.

EPIC hold monthly information sessions to promote choice and control to parents and carers. These are meetings at Chapel Lane Resource Centre where families get together with EPIC Leeds and have discussions about what is happening locally, citywide and nationally. There are often guest speakers from relevant services and organisations which are chosen by the parents/carers who attend these sessions. The sessions provide parents and carers with an opportunity to ask questions, make suggestions for future consultation topics and raise any issues that EPIC Leeds may be able to assist them with. EPIC also provide a sign posting service at these sessions and can link into LCC for relevant support and advice, or refer parents and carers to other support groups within Leeds that may be able to meet their needs.

EPIC Leeds has 500 active members, but there are many more parents and carers which they reach through their networks and through social media such as their Facebook and Twitter accounts. They have also developed links with parents in the traveller community and with parents in the BME community through The Halo Project.

EPIC Leeds receives funding from the Department for Education to facilitate participation at all levels. Each year EPIC Leeds holds a large consultation event to facilitate wider participation and involve new parents and carers. EPIC Leeds has now held 10 events in total.

In 2013, EPIC took over the role of facilitating the Annual SEN Marketplace event which took place in the Centenary Pavilion at Elland Road Football Ground. The event attracted

75 stall holders and 463 people attended the event with 123 signing up as new members of EPIC Leeds.

In 2014, EPIC will again be facilitating the Annual SEN Marketplace event, and children from a Yeadon Primary school will be involved with the running of the event as part of the 'Take Over Day' initiative.

Commitment no. 7: We actively include disabled children and young people in any decision made about them and the services that they access that might affect them.

As mentioned under commitment 4, restorative practice and its premise of working *with* children, young people and their families rather than to them or for them is integral to the delivery of services across children's services.

In addition, as a Child Friendly City, the 'voice of the child' is a major priority for Leeds and there is an expectation for the involvement of children and young people including those with SEN and disabilities in any decisions made about them and the services they use. Children's Services has a Voice and Influence Team who work to strengthen the voice of all children, young people and their families.

Further to the work of the Voice and Influence team, all services within children's services are working to make sure that the voice of the child is at the centre of what they do. For example, the Special Education Needs Statutory Assessment and Provision (SENSAP) team are working on ensuring that all statements of SEN include the child's views. A new approach is being developed to seek the views of sensory impaired children and young people and evidence the difference the Sensory Service makes to their lives.

In Leeds we have a Voice and Influence of Children and Young People with Disabilities and SEN Working Group. The group is a sub group of the Strategic Voice and Influence Children and Young Peoples Partnership Group which reports to the Child Friendly Leeds Programme Board. This working group aims to ensure that services seek the views of children and young people with disabilities and SEN, hear what they have to say, respond to their views and work together to improve outcomes that lead to positive change. This is a citywide, multi-agency, partnership group and members either have responsibility for, or an active interest, in increasing the voice and influence of children and young people with disabilities and Special Educational Needs (SEN).

The Voice and Influence of Children and Young People with Disabilities and SEN Working Group aims to provide information, guidance and challenge to organisations and services seeking to meaningfully involve children and young people with disabilities and SEN in the design, development or review of their services. The role of the group involves the championing and promoting of good practice in Leeds through members giving presentations to the group, group members enabling children and young people to produce articles for the bi-monthly Voice and Influence Update, and key achievements and actions being reported on the twice yearly Voice and Influence Report card.

The Voice and Influence of Children and Young People with Disabilities and SEN Working Group meet bi monthly and meetings are co-ordinated by the Voice and Influence Team. The group also provides an update report to, and seeks feedback from, the Complex Needs Partnership Board. The work of this group is underpinned by the Every Disabled Child Matters Charter.

In Leeds we have youth council who are passionate about making a difference. The Leeds Youth Council is a group of 11-18 year olds who live in Leeds. Leeds Youth Council first started in 2003 and has recently celebrated its 10th birthday. The youth council which now has 51 members, including members with additional needs, represents the views of young people in Leeds at a citywide level. Members of the Leeds Youth Council have worked together to deliver an workshop on disability awareness for colleagues within the LYC and

members of the 2013/14 Leeds Youth Council cohort have chosen *accessibility* as a key issue on which they will campaign over their time as members.

Children and young people are also actively involved in the recruitment process for independent reviewing officers and managers, youth offer managers, advanced practitioners, and youth workers and specialist occupational therapists for complex needs. Disabled children and young people were involved in the interview panels for the recruitment of Independent Reviewing Officers in July 2013.

The involvement of children and young people in recruitment has been further promoted through the issue of some guidance for LCC departments and partner organisations. This guidance provides information on how children and young people can be involved in staff recruitment and selection processes using a consistent and effective approach. It covers young people aged 11 to 19 years and up to 25 in the case of disabled young people or those in receipt of after care services. The guidance is based on the feedback received from young people and staff that have been involved in staff interviews or supported young people in this process.

Training is provided for children young people involved in recruitment processes which covers: introduction to Interviews; equal opportunities, confidentiality and employment law; job descriptions and person specifications; understanding application forms and the short listing process; planning an Interview; interview questions and methods; and mock interviews. They are also given feedback as to how their views have made a difference i.e. what action has or has not been taken and why.

In response to the national VIPER research project that explored disabled children and young people's participation in decision making about services, the Voice and Influence of Children and Young People with Disabilities and SEN Working Group is considering how the recommendations of the research, including the toolkit, could be implemented in Leeds. These recommendations include:

- Giving disabled children and young people the opportunities to participate in all decisions about their lives, including individual and strategic level decisions;
- Meeting disabled children and young people's access needs including disability and age-appropriate support and training to participate in decision making;
- And, involving disabled children and young people in strategic decisions about services, for example deciding what services to commission and for disabled young people to have proper feedback about the difference their participation has made.

A specific example of disabled children and young people's involvement in service design is the work undertaken to renew arrangements to deliver autism support services to education practitioners. A significant amount of consultation activity with parents and children and young people was involved in this project including two OBA styled workshops and consultations at 'drop in' sessions for parents and at youth groups and activities for C&YP with Autism Spectrum Conditions (ASC). Both parents and children and young people received feedback on the consultation activity which included a summary of what was said and details on how the service was going to respond to the issues they had raised.

Commitment no.8: Parents in our area benefit from our Parent Partnership Service, which is able to provide impartial advice and support to parents of disabled children and young people

Leeds Parent Partnership Service (PPS) provides parents, carers and professionals with impartial advice, support, help and information around special educational needs (SEN), choice advice (admissions) and behaviour (on-going behaviour, fixed term exclusions and permanent exclusions). The PPS operates a helpline which is guaranteed between the hours of 10am to 3pm on weekdays during term time. The service is confidential and is open throughout the year, including school holidays.

The PPS has seven members of staff, three of whom are SEN Officers with a workload of 70 cases. All PPS officers have [Independent Parental Educational Advice \(IPSEA\)](#) Level 1 and 2 legal training in SEN, Social Care, health and transport and exclusions. This ensures that the advice provided by PPS officers is of high a quality and benefits parents and carers in the Leeds area. The PPS also maintains an information library which provides parents and carers with access to PCs and impartial advice, information and national and local guidance which enables them to make the right choices for their child.

Parents and cares can arrange to meet a PPS officer at their home, school, or any other suitable venue. They provide parents and carers with impartial advice and support based on available information. Where there is an issue around a child, an officer will attend a meeting between the school and the parents or carers to make sure they are working effectively together so the child can receive the appropriate provision. PPS officers don't, however, advocate for parents at school meetings. The service also trains volunteers who can support parents at admissions appeals, exclusions hearings and SEN tribunals if they are available.

The PPS provides a number of services for parents and carers in Leeds which include:

- Supporting parents and carers through the statutory assessment process
- Answering any questions parents and carers have around their child's statement
- Attending annual and care plan reviews
- Supporting and advising parents and carers through the tribunal process
- Explaining the Funding For Inclusion process to parents and carers
- Helping parents and carers to understand their child's Individual Education Plan (IEP) and/or Individual Behaviour Plan (IBP)
- Explaining the process of School Action / School Action Plus
- Attending school visits and school meetings
- Signposting parents and carers to other services where necessary
- Giving parents and carers access to independent mediation
- Providing parents and carers with Independent Parent Supporters (trained volunteers) to support and advocate at meetings and tribunal hearings.

The PPS also has an Advisory Board, the role of which is to ensure that the PPS delivers a high quality service that is responsive to local needs, taking into account best practice both locally and nationally and to ensure that all stakeholders' views have representation. The Advisory Board is chaired by EPIC Leeds to provide a level of scrutiny and has representation from statutory services such health, social care and education, the voluntary sector and parents of children with special educational needs.

Commitment no. 9: Our staff receive both disability equality training and training to ensure that they have core competencies to work with disabled children.

The Children's Services Workforce Development Team was formed following the Children's Services restructure. It brings together functions from across Children's Services to provide a workforce offer for all staff who work within the directorate. This comprises of a range of training and development opportunities to build a child friendly workforce with the skills for both working with children and families using a restorative approach. This offer now includes the Short Breaks Inclusion Training which the team has recently developed in-house for both children services staff and colleagues in partner organisations.

The Short Breaks Inclusion Training, which was successfully piloted in September 2013 and will be available from January 2014, aims to create a shift of focus from the disability of a child to a child with individual needs which we need to meet. It will also provide consistency in the level of training and good practice across all children's settings.

The short breaks inclusion training has been developed with the involvement of both disabled children and young people and our parent forum EPIC Leeds. Children and Young People are also being included in the delivery of training in the future. An event has taken place which involved them coming to talk to us about the attitudes and behaviours they would like to see adopted by those who will be working with them. These will then be incorporated in to training sessions and will be led by C&YP themselves. The result of this will be a film which can be used in training sessions.

A CS Workforce Development Strategy is currently underway which will include the short breaks inclusion training as well as specialist training such as training for autism, training on equality awareness, legislation and good practice. Stand-alone safeguarding training is provided where relevant. It is important to note that children with SEN and disabilities are more vulnerable to safeguarding issues. Training is provided to staff in children's services, providers and other agencies.

Commitment no.10: We have produced a short breaks services statement that have been drawn up in partnership with disabled children and their parents and have made it widely available.

The Complex Needs service has co-produced its short breaks guide with children, young people and families as well as key stakeholders. The statement should be finalised and published by Jan 2014.

The Short Break Steering Group is going to meet on a quarterly basis to review and monitor short breaks in Leeds. They will also undertake the task of reviewing the statement again next year in partnership with parents and children and young people.

The Short Break Steering Group has a very wide and diverse membership and includes most of the key stakeholders such as: EPIC; Parents Forum; Mencap; SCOPE; NE SILC; Targeted Contracts; various representatives from health; Social care; FIS; PPS and V&I, etc. (a full list members can be provided in the written response to the commitments).

The Short Break Steering Group also reviewed access to specialist short breaks. A data solution in the form of a database is being developed to record and monitor short breaks and short break providers.

Universal service provision is the 'gold standard' – exploring what can be accessed in universal provision first and if requirements aren't met then going to targeted and specialist services. The local offer will provide a 'menu of choice' for Parents and C&YP to suit the individual which again should see the reduction of target and specialist services.

Complex Needs has employed a Short Breaks Officer to develop a database; interact with clusters; remind people of their duties under Equality Act, etc. This person will have a good overview of everything and therefore be a central point of contact which will subsequently provide greater cohesion for the service.

The council received a £389k capital grant for short breaks in 2013/14 which helped to buy equipment and other items to support the provision of short breaks. Parents were heavily involved in decisions made about spending the grant.

A legacy from Aiming High was the development of training programme for short breaks providers. Parents were heavily involved in the development of this training. Inclusion awareness was one of the elements of this training and a quality standard was developed. SCOPE are going to link their training to this quality standard.

As mentioned under commitment 9, the Short Breaks Inclusion Training will be available from January 2014. It aims to create a shift of focus from the disability of a child to a child with individual needs which we need to meet. It will also provide consistency in the level of training and good practice across all children's settings.

Commitment no.11: We have regard to the provision of services suitable for disabled children when assessing the sufficiency and supply and childcare in their area.

The sufficiency and provision of childcare will be a key element of the Local Offer in Leeds. Work is underway to develop existing Leeds City Council provision and we are working closely with parents on this area as part of the Local Offer roll out. The Special Education Needs and Disability Group which has recently been established, is looking at the issue of childcare of disabled children. An area of work it intends to do is update the Childcare Sufficiency Strategy 2011 to 2014 – Disabled Children’s Access to Childcare.

In Leeds we have a Capacity, Planning and Sufficiency Team within our Strategic Development and Investment Service. The team includes the Admissions Service which is directly linked with colleagues who undertake the capacity planning to ensure there are sufficient early years, primary, secondary and SEN place available. The Capacity, Planning and Sufficiency Team will support the development of the local offer.

Leeds City Council actively promotes inclusion in local schools and there is an expectation that all mainstreamed schools are able to provide for the majority of children with learning and medical difficulties. It is also an expectation that all Leeds schools provide an inclusive and nurturing environment that meets the needs of those vulnerable children who have social and emotional needs. Our Chief Executive makes all offers of a school place for Reception and Year 7 place on behalf of Leeds City Council, which is the admissions authority in Leeds. Children with a statement of educational needs are admitted to the school they have identified on their statement. The Parent Partnership Service offers independent advice and support to parents and carers whose children have a special education need that may affect their education. Schools and SILCs are also key providers of childcare and play schemes, particularly over the summer holidays.

Children's Centres in Leeds offer a wide range of supportive services for families, single and teenage parents who have children from ages 0-5 years old. All of the city’s Children's Centres will offer different services, facilities and activities. Services may vary in different areas but they all offer core services, which include parental support, Early Learning integrated with childcare, child and family health services, support for children and families with special needs, a base for child minding and links with Job Centre Plus for parents.

In Leeds we have developed The Family Support and Parenting Strategy. The strategy sets out how Children Leeds will work together with parents, to make sure that our family support and parenting services go further to recognise and respond to every parents’ needs. We also have a Family Support and Parenting Team which is a small central team within our Children’s Trust arrangements which has the purpose of improving coherent planning and commissioning.

The Family Information Service also provides information on a wide range of family services including childcare, family support and activities.

As we develop the local offer we will be looking at creative ways to develop and build on the provision of child care available in Leeds and through doing this link in the personalised budget agenda along with inclusion training.

Commitment no.12: We are working together with disabled young people and adult service providers in our area to ensure a smooth transition to adult services for disabled young people preparing for adulthood.

Adult Social Care Services has a specialist disability Transitions Team. The Transitions Team is a city wide service that offers advice, guidance and support to disabled young people, and their parent carers, who are in transition between a range of Childrens Services and Adult Social Care Services.

The Team works with young people with a range of disabilities / complex health needs who are between the ages of 14 to 25 years. Transition workers work closely alongside social workers, education providers, health professionals, and a wide range of voluntary and independent sector providers to develop future needs assessments and support plans (using adult documentation). The team secures adult services as required as young people move into adulthood. The assessments and plans made are built around the young persons' needs and look at all aspects of their life, care and support needs. The transitions team is jointly funded by Leeds Social Care – child and adult services.

Responsibility for transition is shared between all agencies who are involved in the lives of children and young people who have a statement of special educational needs and / or who are disabled.

The Scheme of Delegations identifies the Director of Adult Social Care as responsible for transitions. The transitions team reports through Adult Learning Disability Services to the Director of Adult Services. Also Transitions Operational Management Group oversees the work and development of the team.

At a strategic level, there is a reciprocal arrangement between the Leeds Safeguarding Children Board and the Leeds Safeguarding Adults Partnership Board; also, The Leeds Safeguarding Adults Partnership Support Unit work with the Child Protection Coordination Team to ensure that interface issues can be jointly managed.

The legal framework for providing services generally changes when a young person turns eighteen. As an adult, a young person has rights to independence with the choice and control that accompanies it. In transitions work it is expected that from the age of fourteen, partners prepare young people to take on more responsibility for their own decisions in readiness for becoming an adult where they are able. Parent/Carers are also involved working in partnership with the key agencies and services involved.

It is essential to ensure that there is a clear strategic overview of Childrens and Adults safeguarding processes to ensure they dovetail together well. Staff involved in transitions work have an operational responsibility to ensure that safeguarding procedures are applied to best effect in the lives of individual young people.

A corporate project led by Children's and Adult Safeguarding staff has developed a joint procedures manual and training for Leeds City Council staff to ensure that front-line staff recognize abuse of vulnerable people. The policy context for the procedures manual is provided by the Leeds Multiagency Transition Strategy 2010-2015 – "It's My Life: A person-centred approach to transition between children's and adults' services".

In terms governance arrangements, there is one Transitions Governance Structure and three Transitions Management Structures in Leeds. The governance structure is a Multi-

Agency Commissioning Board that is a sub-group of the Joint Strategic Commissioning Group and the Healthy Leeds Partnership. The three Transitions Management structures are comprised of the following:

- A Transitions Operations Management Group
- The Social Care Transitions Panel
- Learning Disability Services, Adult Social Care

The Transitions Operational Management Group is jointly chaired by Barbara Newton, Head of Complex Needs in Children's Services and Maxine Naismith Head of Learning Disability, Transitions, EDT and Mental Health in Adults Services. The purpose of the group has been jointly agreed and the group has recently revised its terms of reference. A set of strategic operational priorities have also been agreed and both services have the same objectives.

There is a shared vision between Children's and Adult Services in relation to transitions services. Both services are committed to safeguarding and both services are working together and separately to address safeguarding issues.

The Local Authority is signed up to the EDCM Local Authority charter (see attached). We have completed an audit against this charter and have attached our responses to this. We are in the process of updating these responses to reflect the activity over the last year particularly in response to the introduction of the Children and Families Act 2014.