

Report of the Head of Complex Needs Service and Head of Learning Improvement

Report to Scrutiny Board (Children’s Services)

Date: 21 January 2016

Subject: Preparing for the Future, Supporting Special Educational Needs and Disabled Young People



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 type="checkbox"/> Yes	<input checked="" 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

1.0 Summary of the Main Issues

This report is intended to provide the Children and Families Scrutiny Board with information to assist in the enquiry into the experience of children and young people with Special Educational Needs and Disabilities (SEND) growing up in Leeds. This is the third of three reports produced to support the enquiry.

2.0 Recommendations

2.1 The Scrutiny Board (Children and Families) is recommended to:

- Note the range of services available for young people with SEND in Leeds
- Support the development of a Preparation for Adulthood Strategy for Leeds
- Consider how the supported internship scheme can be supported and eventually embedded into the available offer for young people with SEND in Leeds

3.0 Purpose of this report

3.1 The purpose of this third report is to provide information on the following areas related to looking forward to adult life:

- Leaving school, positive destinations and preventing NEET
- Suitable educational pathways for post 16 learners to provide skills for life, independence and qualifications for employment
- The Transition Team and Specialist Transitions Advisors
- Transition planning, advice, support and challenges
- Careers Education, Information, Advice and Guidance
- Support to access work experience and meaningful employment

The information in this report will provide background for the visits to gather further evidence to be undertaken by the Scrutiny Board as part of this inquiry.

4.0. Background Information

4.1 Children and Families Scrutiny Board opened its enquiry to focus on the experience and attainment of children and young people who receive services at the statutory level that is those with a Statement, Learning Difficulty Assessment (LDA) or an Education Health Care Plan (EHCP) from Year 9 upwards.

4.2.1 The first report provided an overview of the experience of children and young people with SEND growing up in Leeds and the second focused on attainment and achievement. This third report provides more focused information on looking forward to adult life.

5.0 Preparation for Adulthood

Enabling young people with SEND to move successfully into adulthood fits with the vision of Leeds to be the best place it can be: a compassionate city with a strong economy. It is not only in the best interests of the individuals and families involved but also for the communities of Leeds and the city as a whole that collectively we have high aspirations for our children and young people with SEND and support them to transition into adulthood and reach their full potential. That may be: employment; independent living; participating within an inclusive community; as well as meeting their health and well-being needs.

5.1 With the right support, many young people with SEND can build the confidence and independence they need to be leaders of their own lives. For some young people with the most complex needs, it's about celebrating the small steps towards maximising autonomy and life experience. Preparation for adulthood is all about aspirations and opportunities and enabling young people and young adults to reach their full potential.

5.2 Following the successful implementation of the Children and Families Act (2014) in Leeds involving the co-production, development and roll out of Education Health and Care Plans; the introduction of Personal Budgets; and the development of the Local Offer. It is now timely to focus across the partnership on co-producing a 'Preparation for Adulthood' (PfA) vision and strategy. At the time of writing this

paper reports seeking formal approval for this work are being taken through the senior leadership teams in both children's and adults' services.

- 5.3 The production of the Preparation for Adulthood (PfA) Vision and Strategy will involve young people with special education needs and disabilities and their families as equal partners working alongside statutory and non-statutory agencies and organisations across education, health and care. By co-producing the vision and strategy we can tap into and help to further create social capital around this agenda in Leeds. It will also enable us to establish a coherent framework locally focusing knowledge, resources and services across the partnership on supporting and enabling the successful transition of young people with SEND into adulthood. The intention is to improve outcomes for individuals and their families, through increased participation in employment; an increase in those living independently; increased participation in an inclusive community; and reduced dependency and all that goes with it in terms of negative impact to the individual and the public purse.

Main Issues

6.0 Leaving School, Positive Destinations and Preventing NEET

6.1 Destinations for 2015 Leavers with an Education, Health and Care Plan (EHCP) or SEN Statement

- 6.1.1 The data below represents the current status of those young people with an EHCP or Statement who left Years 11 to 13 in 2015. Young people with SEND may leave school after the mandatory school leaving age. They often opt to continue learning in a familiar environment and may require longer periods of study to complete their courses.

- 145 young people with an EHCP left Years 11 to 13, of which, 94 left mainstream providers, and 51 left a SILC.
- 126 of these young people were able to be matched against our Insight tracking database, with 112 of these having a current destination recorded (71 leaving mainstream provision and 41 leaving SILC provision).

Destinations

Destination	No of young people
Positive - mainstream provision	
Employment with training	1
Full time further education	51
Full time higher education	1
Full time education other post 16	4
6 th form	9
6 th form college	5
Total	71
Negative - mainstream provision	
NEET	3
Current status unknown - expired 6 th form	3
Current status unknown - expired other post 16	1

Total	7
Positive - SILC provision	
Apprenticeship	1
Full time further education	22
Full time education other post 16	8
6 th form	10
Total	41
Negative - SILC provision	
NEET	6
Current status unknown - expired 6 th form	1
Total	7

6.1.2 An update report on progress relating to increasing numbers of young people in employment, education and training which included information on young people with SEND was presented to Children and Families Scrutiny Board on 10th September 2015. Information covered in the report included data between November 2014 and January 2015 on young people tracked as SEND; information on the conversion of young people with SEND to EHCPs; news on the establishment of the supported internship pilot for post 16 students and information on the emerging different approaches to careers duties.

6.2 Participation and NEET

6.2.1 Appropriate progression plans and provision for young people with SEND has been identified over the past few years as a priority and in-roads are being made to address poor progression and provide support and resource to aid transition.

6.2.2 Young people with EHC plans, Statements and / or LDA assessments are tracked as part of the annual cycle of participation and NEET across the Council, known as the September Guarantee. The September Guarantee measures the intended, predicted and actual destinations for young people in Year 11, 12 and 13 as they transition into the next phase of their education.

6.2.3 **There are a range of inputs behind the scenes which support this exercise including:**

- Use of UCAS Progress to record Post-16 applications and destinations through the Leeds Pathways website.
- September Guarantee returns made by schools at different points throughout the year.
- Data recorded on Synergy (the school data system) regarding student details, which are then matched against Insight Outreach on a regular basis, and then used to track young people once they've left school.
- Monthly college returns of Enrolments and Leavers, which are input onto Insight Outreach for tracking purposes – fulfilling the Council's statutory duty to track students. From 2015/16, these include information about the SEND needs of students.
- Connexions have been commissioned alongside this duty as part of the Targeted Information Advice and Guidance contract - to track young people 16-

19 in Leeds to ascertain their destinations, particularly where these are not known, and to offer support if they are currently NEET.

6.2.4 Due to the good practice in place through our Targeted IAG contract and September Guarantee process, Leeds has some of the lowest Not Known figures in the country and can be confident in the accuracy of our current overarching NEET and Not Known figures. However, data for targeted groups, including SEND is less clear due to categorisation issues.

6.3 Support for NEET Young People with SEND

6.3.1 The Targeted IAG contract has allocated a caseload allowance for young people with SEND up to 25 who are NEET; this group was identified as vulnerable, along with care leavers, young offenders and teen parents. Many of the young people who are NEET have some form of learning disability or difficulty, though not all of these will have an EHCP, SEN statement or LDA.

6.3.2 Young people can receive support through self-referral or be referred by a professional or a parent through completion of a referral form or visiting a drop-in session.

6.3.3 Data: Digging Deeper

6.3.4 Following meetings with colleagues across Special Education Needs Statutory Assessment Process (SENSAP) Team in Complex Needs and the Children's Services Performance Team, it has been identified that to provide a complete and accurate picture of SEND and destinations across the relevant cohort (all young people with SEND, currently 16-25), some resource would need to be agreed to address existing data categorisation issues. For example, a mapping exercise is needed to identify existing gaps in information.

6.3.5 Exploratory work has highlighted that there are considerable benefits in aligning the categorisations used between different supporting systems such as Synergy, Insight Outreach and Frameworki. A shared and joined up approach would provide for improved identification of SEND and service planning.

6.3.6 When a young person leaves school, the statutory duty to report on their current destination lies with the provider where they are currently studying. This information is regularly shared with Leeds City Council via Enrolment and Leaving Lists, and is starting to include SEND status. Information about SEND type of need is also gathered internally through assessment for Funding For Inclusion (FFI) and the statutory assessment process for Education, Health and Care Plans.

6.3.7 Existing gaps for this reporting mechanism include any young people who have chosen not to continue in education, or who have accessed an apprenticeship or employment, as these are not reported to the local authority. Their destination will still be tracked through the tracking mechanism procured as part of the Targeted IAG contract.

7.0 Suitable Educational Pathways for Post 16 Learners to Provide Skills for Life, Independence and Qualifications for Employment

7.1 SILC Sixth Forms

7.1.1 SILC sixth forms provide individually-tailored pathways where SEND young people can gain a range of qualifications that prepare them for adult life. Post 16 provision within the city's SILCs is designed to develop confidence, self-reliance and independence skills through a vocational, key skills, personal and social development teaching framework. They are also often provided with opportunities to take on responsibilities. In addition, there are extensive community links which afford SEND young people work-related opportunities and, where appropriate, some gain the educational and social benefits of learning at a further education college.

7.2 Leeds College of Building

7.2.1 Leeds College of Building (LCOB) has positively embraced the requirements of the Children's and Families Act and the new SEND Code of Practice. In past years very small numbers of young people with SEND have studied at the Leeds College of Building. However after having several meetings the college made the following changes:

- Workforce Development employed a SENCO and a High Needs Manager. The post is both valued and respected in the college as well as having a strong named contact to look at all EHCPs and/or High Needs Students.
- The entrance exam has been modified and puts support in place for young people with SEND so that when a young person is invited to interview the Special Transitions Advisor (STA) Team in the Complex Needs Service is informed so that the young person can be encouraged and supported. In addition, the interview is split across a couple of days rather than just being on one long day. If the young person does not attend the first interview date, they are provided with three further opportunities to attend.
- LCOB put enhanced transition programmes in place for potential learners such as extra visits and sampling of the study programmes.
- A separate enrolment day was set aside for young people with EHCPs/Plans and lots of professionals were available to give holistic advice on finance, benefits, grant information for the family as well as the young person.
- LCOB has taken each study plan and personalised the programme for individual learners.

7.2.2 These practical changes implemented by the LCOB have led to 25 young people with EHCPs/High Needs starting at the college in September in 2015. Their intention is to remain there for two or three years with the aspiration of qualifying as a builder, joiner, plumber or electrician.

7.2.3 Intended destinations show that there are approximately 10 learners who would like to study at LCOB in September 2016.

7.2.4 The SEN Statutory Assessment and Process (SENSAP) team in Complex needs works with LCOB to make sure they have the financial and professional support to

continue offering excellent study programmes which will allow these young people to access paid employment / apprenticeships in the future and realise their adulthood outcomes.

8.0 The Transitions Team and the Specialist Transitions Advisors

8.1 The Children and Young Person's Transitions Team

8.1.1 The current transition procedure applies to those young people who are likely to meet the eligibility criteria under the Care Act 2014 and are likely to be eligible for services from Adult Social Care Services.

8.1.2 In order to meet the assessed needs of Disabled Young People transitioning from Children's Social Care into Adult Social Care, Leeds City Council has developed a jointly funded Specialist Disability Transitions Team. The Transitions Team is a city wide service that offers guidance and support to disabled young people and their parent carers. The team works with young people who are between the ages of 14 to 25 years and who have a range of disabilities and complex health needs. The young people who are eligible for this service have:

- A diagnosed disability; and
- An allocated social worker from Children's Social Work Service who has identified that the young person may have care and support needs from adult services;
- Either a Statement of Special Education Needs or an EHCP; and
- Ages between 14 and 25 years;
- Residence within the Leeds boundary

8.1.3 The Transitions team will case manage complex cases within the service. For some young people transitioning straight to an adult team at 18 will not be possible because the transition itself is complex. These complex cases will be carried within the transitions team until the young person is assessed as ready to move on.

8.1.4 The transitions worker is allocated to work alongside the children's social care services worker. The children's social worker is the primary worker and is the lead on child safeguarding until the young person is 18 years. Thereafter the transitions worker is the lead worker, until the Transition is deemed complete and the case Transfers to the appropriate area adult team.

8.1.5 The team also works with young people who may not have had social workers and received services via the Common Assessment Framework or Early Help Assessment and Plan. This is a development from the established eligibility criteria, which has been necessary in response to need and is on a discretionary case by case basis.

8.2 The Transitions Process

8.2.1 There are four stages that the service will go through with the young person and their family, at various points in their journey into adulthood.

Age 14

- 8.2.2 Transitions team workers will engage with the young person and their family at the year 9 (age14) school reviews.
- 8.2.3 This will form part of the Education, Health and Care Planning phase. The focus here is to explore and identify future outcomes for the young person moving forward into adulthood, the emphasis is to maximise that young person's capacity for independence into adulthood. Annual reviews will be held thereafter.

Age 16 to 17.5

- 8.2.4 At age 16 the transitions worker and partners prepare the young person to take more responsibility for their own decisions in readiness for becoming an adult. This involves engaging with the young person, their families and relevant partners to shape and facilitate this change. This process also involves exploring the young person's Mental Capacity (Mental Capacity Act 2005) to make significant and specific life decisions and explores changes in the context of risk, development and independence.
- 8.2.5 An adult self-directed assessment is completed to reflect the current and future needs of the young person. Transition plans are built around the young person's needs and explore all aspects of their life, care and support.
- 8.2.6 The assessment of need is presented to the transitions panel not later than the young person's 17.5 year birthday.
- 8.2.7 The panel is made up of Service Delivery Managers from all Adult service areas. The role of the panel is to identify the most appropriate adult pathway for the young person to transit from children's services.

Age 17.5 to 18

- 8.2.8 A support plan appropriate to the young person's needs is drawn up, submitted and signed off by the identified Adult Social Care service, in preparation for adult services to be delivered on the young person's 18th birthday.
- 8.2.9 Children's Services continue to provide services to meet the assessed need and statutory review of services until the young person is 18.
- 8.2.10 The transitions worker is a key part of this ongoing process. By liaising with both Children's and Adult Social care they help ensure robust planning and effective service delivery. The goal is to prepare the young person and their family for adulthood and achieve best outcomes for the young person post 18.

Post 18 to 25

- 8.2.11 The Transition team will remain involved with a case if the individual remains unsettled, or complex issues remain unresolved which affect the proposed transition. The transition worker will work in partnership with the identified adult

team and work towards transferring the case at the appropriate point as identified in a review.

8.2.12 The current criteria for case holding is based on the complexity of the transitions process itself during the change from one service to another. However complexity of impairment, complexity of family structure, and complexity of social circumstances are also factors which can influence which service should hold the case. Case transfer is always agreed at the point of review and between the relevant team leaders.

8.3 Moving Forward Post Care Act 2014

8.3.1 It has been identified that as part of the Care Act 2014 and Children and Families Act 2014 that transitions planning for young people should be consistent across services. This ensures that if a child has assessed eligible needs moving into adulthood that this is identified prior to the 18th birthday.

8.3.2 As part of this requirement it has been identified that the transitions team will work with a wider cohort of young people. The Transitions Team is seen as best placed to provide an effective screening and assessment function for those young people who present as having border line learning disabilities or complex needs and have not had any previous child social work involvement.

8.3.3 The Transitions team is currently recruiting two staff to take on this wider function (See 8.1.5).

8.4 Pathway to Adult Care for Children Who are Looked After (Non-disabled but Present as Having Needs into Adulthood under the 2014 Care Act)

8.4.1 A member of the Transitions Team has been seconded to the Looked After Children Team to assess the needs of young people passing through the care system who are likely to have adult social care needs post 18. Their role is also to test out the current process for this transition.

8.4.2 From this secondment it was identified that a revised pathway and process needed to be developed to improve outcomes for young people transitioning into generic adult social care. The pathway has been agreed with the Service Delivery Managers across Adult Social Care and is now awaiting final approval from Children's Social Care.

8.4.3 It has been identified that there is a need to develop this pathway for other high risk groups such as children in danger of Child Sexual Exploitation, trafficking, and modern day slavery, etc. This is already part of a development process and Adult Service Delivery Managers are currently signed up to supporting this development. This work has also identified the need for joint work across Children and Adult commissioners to ensure the availability of a range of providers to support young people with quite specific difficulties such as attachment disorders, conduct disorders and sexually harmful behaviours.

8.5 Specialist Transitions Advisors

- 8.5.1 Complex Needs Specialist Transitions Advisors (STAs) worked closely with education providers and year 11 students with SEND to ensure that all year 11 students with an EHCP had a planned education, training or employment (ETE) destination at the end of year 11 (June 2015).
- 8.5.2 There are in the region of 350 young people in post 16 education receiving additional funding to enable them to have their SEND needs met. Precise figures for the 16-25 cohort (2015/16) will be available next year.

9.0 Transitions Planning, Advice, Support and Challenges

- 9.1 The new EHCP can go up to age 25 for those who stay in education and have complex needs. The EHCP focuses on the aspirations of young people and on intended destinations into adulthood.
- 9.2 Young person centred reviews in year 9 begin to explore intended destinations and the EHCP ensures that a young person's education and learning better prepares them for the transition into adulthood and an appropriate positive destination; whether that be into further learning, employment, independent or supported living, or a meaningful adult life.
- 9.3 The initial year of conversions to the new EHCP has been successful and Leeds has been recognised as demonstrating good practice by the DfE. The local authority in partnership with post 16 education providers has designed and implemented a fair and equitable process for funding additional learner support in Post 16 learning.
- 9.4 When each young person's plan is reviewed annually, the focus is on whether the young person's educational needs are currently being met and what preparations are underway to identify and meet the young person's needs in preparing for and undertaking adulthood. Through their work the Specialist Transitions Advisors team are able to identify trends and patterns for future demand and these observations are fed through to commissioning to inform accurate provisioning.

10.0 Careers Education, Information, Advice and Guidance

- 10.1 From September 2013, the statutory responsibility to provide careers education information, advice and guidance shifted to schools and colleges. Careers education and employability activities are now inspected as part of Ofsted inspections of schools and colleges.
- 10.2 Schools and colleges across Leeds have worked to meet these duties using a variety of mechanisms, including:
- Training an existing teacher(s) to an appropriate level in Careers, Education Information, Advice and Guidance (CEIAG),
 - Hiring a CEIAG specialist onto school staff,

- Buying in a CEIAG person for a specific FTE or,
 - Some combination of these three
- 10.3 In all mainstream schools, there will be a Special Education Needs Co-ordinator (SENCO) who has responsibility for all pupils with special educational needs, including their progression.
- 10.4 Within the Special Inclusive Learning Centres (SILCs) in Leeds, five out of six have bought in a CEIAG professional to provide CEIAG to young people and aid transition towards independence. From Year 9, discussions regarding progression and future career plans or life aims are covered, including Post-16 transition planning and where they'd like to be in the future – for example, in work, able to travel independently, or at college. Discussions are started early to ensure that appropriate provision can be in place for Year 12 and make sure that transitions are as smooth as possible. These transition points are supported by the Complex Needs Service through allocation of FFI (Funding for Inclusion).
- 10.5 The Council maintains a duty to provide support for older young people [16-19 (or under 25 with learning difficulties)] to encourage, enable and assist them to participate in education and training. (*Education and Skills Act 2008, Section 68*).
- 10.6 This support is currently commissioned as part of the Connexions contract which provides a highly targeted service for NEET young people, including care leavers, young offenders, teen parents and young people with SEND. Referrals to the service can be made by professionals, parents or young people (self-referrals), as well as having open access to scheduled Area Drop-in sessions.
- 10.7 The Council supports schools to deliver on their CEIAG duties in a variety of ways:
- 10.8 **Leeds Pathways** is an impartial and free city-wide website provided by the Council to support young people, parents/carers, and professionals (from teachers and tutors to advisors) in making decisions about their future education, employment and training. www.leeds.gov.uk/leedspathways
- **Supported Learning** page delivers the Post-16 Offer as part of the Leeds Local Offer. This page provides information about: support for young people with SEND, all Post-16 provision, as well as support around employment and other options, like supported internships. There are films on here of young people with SEND currently in Post-16 education or employment to help young people see themselves in these new situations.
 - **Pathways into Supported Learning and Employment** guide provides information to assist parents/carers and professionals in advising and supporting transition for this group. This guide was designed in conjunction with Connexions specialist advisors and the SENSAP team to address an identified need among parents and professionals supporting this group for greater awareness of all the options and where to get support.
<http://www.leeds.gov.uk/leedspathways/Pages/Supported-Learning.aspx>
- 10.9 **The CEIAG Network**, open to all school and college careers advisors or careers staff, meets on a half-termly basis throughout the academic year and provides

continuing professional development, sharing of good practice and updates, including recent training from Ofsted Inspectors and allows professionals time to network outside of the school day.

- **A CEIAG Self-Assessment Tool for Schools** was developed in 2013 as part of the Leeds Raising the Participation Age (RPA) project to help schools assess the quality and impact of their current CEIAG. Support is also available to schools from the Council to review assessments and offer advice of how they could implement changes to increase and improve quality of CEIAG for students.
- **A Variety of Events** is put on in Leeds for young people, parents and professionals to get CEIAG, explore future options and support transition, including through up-skilling professionals. These are done by various teams across the Council.

11.0 Support to Access Work Experience and Meaningful Employment

11.1 Supported Internships

11.1.1 Supported internships are for young people aged 16-24 with learning difficulties or learning disabilities, who want to get a job and need extra support to do this. To be eligible the young person must have an EHCP, a Statement of Special or Learning Difficulty Assessment (LDA).

11.1.2 A study programme is put together to give each student exactly the training, support and work skills they need to help them get a job. Most of the learning is done in the workplace. The employer provides training on the skills that are required to undertake the job role and work experience.

11.1.3 The school, college or specialist provider work with local employers and supported employment services. The young person is involved in planning a personalised study programme and will have a tutor and expert job coach to support them and the employer during the internship and attainment of any qualifications.

11.1.4 Leeds has a film on YouTube that describes supported internships and how employers can become involved see link: [Supported Internships YouTube video clip](#)

11.2 The Swarthmore College Study Programme

11.2.1 'Foundations For You' is a personalised learning programme based on real life experiences for young people (16 to 24) with learning difficulties and / or disabilities. It is a full time course that focuses on:

- Providing a general education and utilise a broad range of learning opportunities to improve English, Maths and IT skills
- Preparing students for employment with the opportunity to work with a Job Coach and get experience of work through job placements, gaining functional skills and Open College qualifications to recognise the young person's progress

- The course also promotes the development of 'independence skills', e.g. travel training and decision making.

11.2.2 The Swarthmore Careers service helps the student in planning what to do next. The Swarthmore Study Programme was inspected by OFSTED in January 2014 and was rated as 'Good'. The study programme is funded by the Education Funding Agency and LCC.

11.3 Lighthouse Union Store

11.3.1 The Lighthouse is a special free school for children and young people with Autistic Spectrum Conditions. The Lighthouse Union store is located at 76 Old Otley Road, Cookridge. It provides opportunities for work experience, supported internships and further qualifications linked to the world of work for post 16 students. The Lighthouse school has partnered with the West SILC and Leeds City College so that their students can access the work place with trained job coaches.

11.3.2 The store is supported by Filmore and Union for the cafe; Harrogate Candle Company and a York Chocolatier along with a range of other companies to supply the shop and create further links with the world of work. The business provides a service to the community with a cafe selling coffee, tea and soft drinks together with cakes, biscuits and cold food such as wraps. The shop sells gifts, cards and re-loved items that have been donated by a range of individuals and companies.

11.3.3 The aim is to create further micro businesses that will self-fund, to provide a range of vocational experiences and eventually paid work for students with SEND.

11.4 The Department for Work and Pensions (DWP)

11.4.1 The DWP has several offers of support available both for young people and employers.

11.4.2 Within Leeds, Social Justice Workers (Community Work Coaches) are able to provide individual support to a caseload of young people with disabilities. In the future, all advisors will be trained to support young people with disabilities. Young people may receive support to get into work through: Work Choice, Residential Training (which gives them work experience), or Access to Work.

12.0 Corporate Considerations

12.1 Consultation and Engagement

12.1.1 Consultation and engagement information is included in the body of this report. Where further information is required relating to consultation and engagement more details can be requested from the relevant services.

12.2 Equality and Diversity / Cohesion and Integration.

12.2.1 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its

ambition to be the best City in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

12.2.2 Equality and diversity will be a consideration throughout the Scrutiny Inquiry and due regard will be given to equality through the use of evidence, written and verbal, outcomes from consultation and engagement activities.

12.2.3 The Scrutiny Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.

12.2.4 Where an impact has been identified this will be reflected in the final inquiry report, post inquiry. Where a Scrutiny Board recommendation is agreed the individual, organisation or group responsible for implementation or delivery should give due regard to equality and diversity, conducting impact assessments where it is deemed appropriate.

12.3 Council Policies and City Priorities

12.3.1 This inquiry will assist in achieving outcomes and priorities as defined in the Children and Young People's Plan 2015-2019; Child Friendly City Priority Plan and Leeds SEND Strategy 2014-17.

12.4 Resources and Value for Money

12.4.1 The level of investment in children and young people with SEND is considerable. It is therefore particularly important that these young people achieve the best possible life outcomes.

12.5 Legal Implications, Access to Information and Call In

12.5.1 None

12.6 Risk Management

12.6.1 There are no risk implications relating to this report. At the conclusion of the inquiry any identified risk will be reported in the final inquiry report.

13.0 Conclusions

13.1 There is a range of high quality learning and support available in Leeds for young people with special education needs and disabilities, as described in this report. It is recognised; however that greater emphasis needs to be placed on the life outcomes for young people and how these can best be developed and secured. Developments such as the supported internships scheme and person-centred transitions planning will be important building blocks in moving forward towards the delivery of enhanced pathways into adulthood and improved outcomes for young people with SEND in Leeds.

14.0 Recommendations

14.1 The Scrutiny Board (Children and Families) is recommended to:

- Note the range of services available for young people with SEND in Leeds

- Support the development of a Preparation for Adulthood Strategy for Leeds
- Consider how the supported internship scheme can be supported and eventually embedded into the available offer for young people with SEND in Leeds

15.0 Background Documents

None