

INCREASING CHOICE, IMPROVING OUTCOMES

POST 16 LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES (LLDD) REVIEW HEREFORDSHIRE

The report and recommendations arising from the research undertaken will be considered by cabinet in September 2013 and will inform the implementation of the Strategy and Action Plan for the Herefordshire Children with Disabilities Re-design Group.

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Executive Summary

The transition to adulthood for young people with special educational needs (SEN) and/or disabilities, often referred to in the post 16 context as learners with learning difficulties and disabilities (LLDD), is known to be difficult and not always entirely successful (Sloper et al., 2010:2011).

This review set out to see if current provision offers the appropriate environment, curriculum and support to enable Herefordshire young people aged 16 -25 with LDD to achieve their full potential and move onto their adult lives within their own communities. The main findings and key recommendations from this work are set out in this executive summary.

The main findings:

- A general lack of good and timely information, advice and guidance about how to plan for transition to adulthood and about the opportunities and provision available.
- There is much good education and training provision already available in the county to support learners' needs and aspirations. However, there are gaps in educational provision locally for some young people. In particular, there is a gap for those aged 19 -25 with complex learning difficulties who want to continue their education in Herefordshire and continue to develop their independent living skills.
- Many young people want to enter employment but there is insufficient employment/supported employment and sheltered employment opportunities available.
- There is also a particular need to address the capacity of post 16 providers to meet the needs of young people with behavioural, emotional and social difficulties (BESD).
- Further work is needed to explore the choice available for those learners with autistic spectrum condition.
- Even though Adult Social Day Centres are valued as being necessary for some young adults, many negative comments about the quality of those activities and concerns about the fact that young people are in same groups as elderly adults
- A lack of suitable housing options and forward planning with respect to housing also needs to be addressed.
- There is a need for a named key worker (or a similar co-ordination/facilitation role) to support young people and their families through transition.
- Many organisations and staff working in the sector are highly motivated and have a desire to improve provision and services.

Key Recommendations:

1. Enable each individual to make a successful transition to adult life:
Improve joint planning, commissioning, funding, development and monitoring of services and provision.
2. Increase communication and knowledge of the provision and services available Post 16 for young people with LDD, managing expectations and avoiding the 'cliff edge effect'.
3. Plan and develop a range of provision and the capacity of providers to meet the identified needs and aspirations of young people with LDD.
4. Ensure that post 16 learning opportunities meet needs and prepare young people with LDD for adult life.
5. To continue to develop and maintain a system of data capture and analysis in order to plan projected future needs and ensure provision is available to meet those needs.
6. Through the introduction of the National Funding Formula for High Needs Students, put in place an open, transparent and fair funding system that is driven by the needs of the young person and not the designation of the provision.

The main recommendation is that the children with disabilities re-design group should: review and adopt the detailed recommendations from this report and develop an action plan to implement these. Over a five year period the group should think ambitiously but realistically about the changes expected to be achieved through partnership and what success looks like.

1. Introduction

The review of Post 16 Provision for Learners with Learning Difficulties and/or Disabilities (LLDD) was carried out on behalf of the Children with Disabilities Re-Design Group in response to the recommendations and associated action plan from the Review of support for children with disabilities and their families (2011) to ensure that:

- There is a choice of high quality post 16 provision in Herefordshire to meet the individual learning and support needs of young people 16-25 with a wide range of learning difficulties and/or disabilities and individual requirements.
- The provision offers the appropriate environment, curriculum and support to enable learners to achieve their full potential and move onto their adult lives within their own communities.

More recently, the Coalition Government's green paper and subsequent draft legislation, identified the need to strengthen the educational offer for young people with disabilities aged 19-25. The highlighting of this nationally prompted a group of local parents to press for an improved offer at the earliest opportunity.

As the commissioner of this provision for young people in Herefordshire aged 16.25 LLDD, Herefordshire Council is also committed to commissioning provision that meets the needs of these young people to enable them to develop skills and capabilities to live as independently as possible and maximise their potential on their transition into adulthood. The Council is committed to increasing choice, giving more control to young people and their families in planning for their future and improving outcomes for young people.

This review was setup primarily to look at the post 16 education and training provision available and identify any barriers to accessing that provision and services. However, this cannot be done without taking into consideration adult social care, housing, health and employment.

Acknowledgements: The review was informed by parents, families and young people. Information was gathered with the cooperation of colleagues in Special Schools, FE Colleges, Training/Work-based Learning Providers, Independent Specialist providers, Parent Partnership, Herefordshire Carers, SEN team, data team, children's commissioning, health, adult social care and the Department for Work and Pensions.

The key findings and recommendations are intended to bring about change, promote further discussion, encourage reflection and to support providers to work collaboratively to improve the local offer to this cohort of young people.

1.2 Objectives of the Review

- To review the current 'local offer' for Herefordshire young people aged 16-25 with a learning difficulty and or disability. The 'local offer' includes education and training, adult social care, health, housing and supported employment.
- To determine a strategic approach that will:-
 - ensure suitable and sufficient education and training provision is available to meet the needs of Herefordshire young people aged 16-25 with a learning difficulty and or disability;
 - improve provision and outcomes for young people; and,
 - improve joint multi-agency planning, commissioning, delivery and monitoring of services and provision.
 - enable young people to be able to participate and have an active role in their communities and be valued for their contribution.

The findings from this review will feed into the work of the development of the education, health and care plan, Personalised Budgets, the autism strategy development, and short breaks commissioning.

The purpose of this report is to present the findings and recommendations of the review.

1.3 Definition

For the purposes of this review we are using the definitions of Special Educational Needs (SEN) and Learning Difficulties and or Disabilities as defined in the Education Act 1996 and the Equalities Act 2010.

1.4 Methodology

The approach to the review was influenced by parent/carers and providers stating that they had participated in many reviews, surveys and questionnaires and did not see anything happen and that what they wanted was action not another report.

Primary research was carried out through focus group meetings with 45 parents of Children and Young People with Special Education Needs (SEN), speaking with students with SEN/LDD, visiting a number of specialist and mainstream providers, meeting with professionals including adult social care, housing and health.

Desktop research was used to provide context and to evidence approaches, issues, and best practice, this included policy documentation, previous reports and surveys, exploration of research, qualitative and quantitative data and online information.

Timescales: See separate review Timeline

1.5 Governance:

This work is governed by the Multi-Agency Children with Disability Re-Design Group which reports to the Children and Families Commissioning group.

A specific task group was set up for purpose of this review in order to:

- consider the provision currently available for Herefordshire young people aged 16-25 with a learning difficulty and or disability
- Take account of feedback from key stakeholders

- Develop recommendations for ensuring suitable and sufficient education and training provision is available to meet the needs of young people with LDD, improving provision and outcomes for young people, which will contribute towards improving the commissioning, delivery and monitoring of services in the short and longer terms.
- Identify issues that have an impact on meeting needs of young people.

Membership includes parent/carers, Parent Partnership, Herefordshire Carers, children's and adult commissioners, education and training Providers, Wye Valley Trust, SEN team, Department for Work and Pensions.

1.6 Critical Success Factors:

- Work must take account of national policy and legislative development e.g. Education Funding Agency Funding Reforms implementation timescales, criteria, funding settlement and guidance, and 16-19 study programmes development.
- It must take account of any changes to legislation as the Children's and Families Bill (2013) goes through parliamentary process.
- Support from the senior Management of the local authority who are able to re-assign resources to the project.
- Must also take into consideration adult social services commissioning and reviews e.g. Day opportunities.
- Multi-agency transitions protocol agreed and adopted.

This is a complex and rapidly changing environment. This has to be taken into consideration in respect of undertaking the review and has made it difficult at times to come to any enduring conclusions. This will need to be understood and taken into consideration when implementing recommendations as things will continue to change going forward. However, the key drivers nationally and locally do put young people at the heart, to enable them and their families to have greater control in planning for their future and fulfilling their potential.

2. Literature Review

Key National Drivers for Change underpinning the Review

There is a range of national legislation and policy that affects and will affect this group of young people and presents the biggest reform to SEN provision in over 30 years. The following key documents have been taken into consideration in the review and have informed the recommendations:

Support and aspiration: A new approach to special educational needs and disability

The Green Paper was published in March 2011 and sets the agenda for change with regard to young people in this country who are disabled or identified as having a special educational need. The report states that 'Children and young people with SEN don't achieve as they could'.

Children and Families Bill 2013 - Draft SEN legislation

The Bill will extend the Special Educational Needs (SEN) system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. Key priorities include:

- New 0-25 Education, Health and Care Plan, replacing the current system of SEN Statements and Learning Difficulty Assessments
- Requires local authorities and health authorities to work together and commission services jointly

- New statutory protections for young people aged 16-25 in Further Education and a stronger focus on preparing for adulthood.
- A requirement on local authorities to publish a local offer of services for disabled children and young people and those with special educational needs. Parents and young people should play a stronger role in the design of local offers.
- Giving parents or young people with Education, Health and Care Plans the right to a personal budget for their support.

Draft Care and Support Bill 2012

The draft Care and Support Bill was published on 11 July 2012. This is the most comprehensive reform of social care legislation for more than 60 years. It aims to transform the social care system to focus on prevention and the needs and goals of people requiring care.

Department for Work and Pensions

Offer specialist advice and assistance for disabled people. Disabled people on traineeships, supported internships, work trials and work academies can now get additional help through the Access to Work scheme (July 2013) – which provides funding towards the extra costs disabled people face in work, such as travel costs, specially adapted equipment or support workers.

National Audit Office report - Oversight of special education for young people aged 16-25

This report published in November 2011 examines how effectively 16-25 special education in England benefits individuals and reduces longer term support needs.

Ofsted Report - Progression Post 16 for learners with learning difficulties and/or disabilities (2011)

The report findings state that too few young people with learning difficulties and or disabilities progress from school to complete programmes of learning in post 16 settings which develop greater independence; lead to further study, supported or open employment; or provide skills for independent living.

Raising of the Participation Age

From 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17. From 2015 they will be required to continue until their 18th birthday. Young people will be able to choose how they participate, which could be through full-time education, an apprenticeship or part-time education or training if they are employed, self employed or volunteering for 20 hours or more a week.

What is the Local Authority responsible for?

Under the Education Act 1996 and clauses inserted by the Apprenticeship, Skills, Children and Learning Act 2009 local authorities have a duty to secure sufficient and suitable education and training provision to meet the reasonable needs of 16-19 year olds as well as those aged 19-25 with a learning difficulty assessment in their areas, by influencing and shaping provision through local partnerships and identifying gaps, enabling new provision and developing the market.

National Education Funding Reforms for 16-19 year olds

From 2013/2014 there will be new education funding arrangements for students with high needs (those that have support needs in excess of £6,000).

Full-time

Post 16 Students must participate for 540 hours or more per academic year to be deemed full time. Programmes should be planned to be around 600 hours per academic year typically 16 to 18 hours per week.

16-19 Study Programmes

From September 2013, all 16-19 year olds (and 16-24 year olds with a Learning disability assessment (LDA/S139a) or EHC Plan) will be expected to be following a study programme in order to draw down Education Funding Agency (EFA) funding. They should be engaged on programmes that offer them breadth, depth and progression into higher education, further study, training, employment, supported employment and greater independence.

Where a student has profound and/or complex learning difficulties or disabilities, the Study Programme may contain no qualifications at all and either be focused on work experience or on non-qualification activity that will contribute to a young person's preparation for adult life.

Providers must demonstrate that the curriculum is leading to positive progression for the learners and demonstrate rigorous quality assurance procedures.

The detaching of funding from qualifications and the freedom to design study programmes that support the individual progression needs of learners together should give an excellent opportunity to explore new approaches to curriculum design and delivery.

Supported Internships and Traineeships

From September 2013 Young people aged 16-24 who are disabled will be given help to find sustainable paid employment through a new supported internship programme and a new traineeship programme.

Supported Internships will offer specialised employment-focused study programmes for young people with complex learning difficulties and disabilities. The new traineeships programme will give workplace experience and job skills that employers require and will be open to disabled young people with less complex needs.

Employers will also receive support from coaches, increasing their confidence of working with disabled young people and helping them to understand the business case for employing a diverse workforce.

Human Rights Act and Equality Act 2010

The Equality Act 2010 protects employees, pupils/students, and people who access education and training provider's goods, services and facilities, from discrimination. The main new provisions of the Act include new disability discrimination provisions and a new single public sector equality duty. The recommendations and actions of this review if implemented will have a significant positive effect on young people with disabilities lives.

3. Herefordshire Context

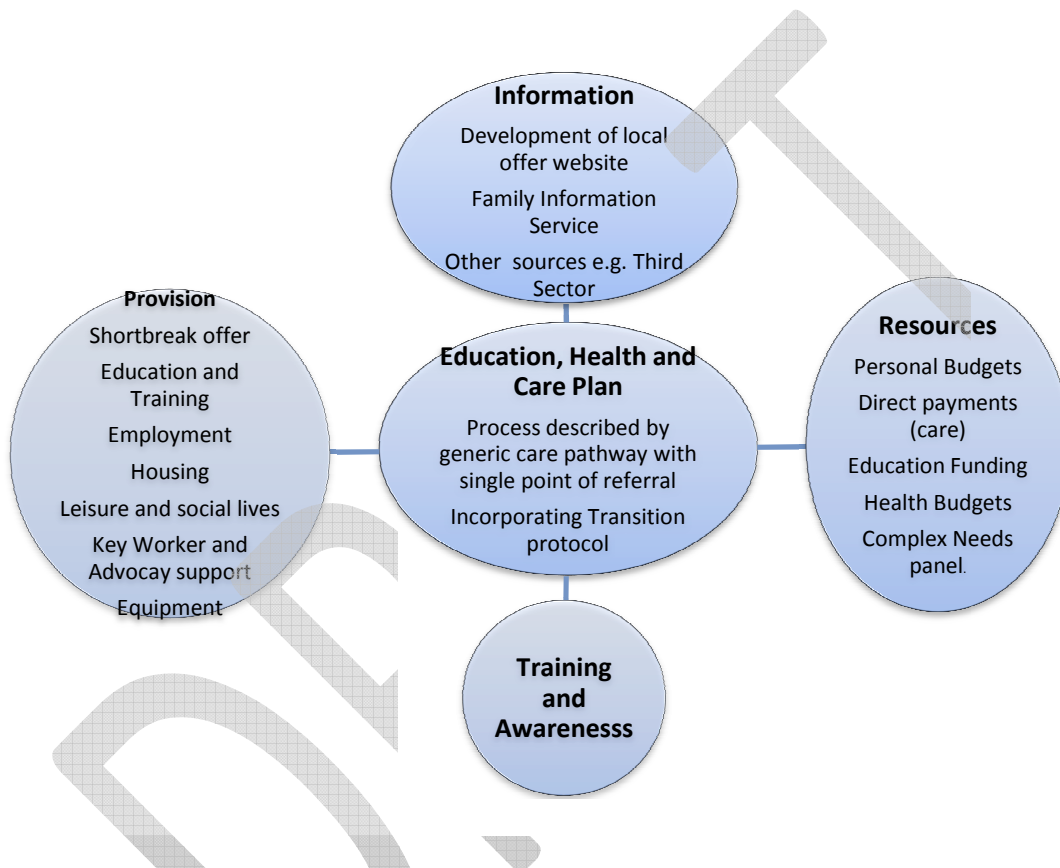
The Children and Young People Partnership Forum, a multi-agency partnership of statutory and voluntary partners agreed priorities for action through the development of the 'Yes We Can Plan'. This plan supports Herefordshire young people aged from 0-19 and up to 25 for those young people with LDD and their families to ensure they have the best education and opportunities.

The review supports the priorities and aspirations identified in the 'Yes We Can Plan' through its recommendations.

Review of support for Children with Disabilities and their families November 2010 – 2nd revision September 2011

This was a comprehensive review carried out on behalf of Herefordshire Children's Trust to look at the needs of children with disabilities living in Herefordshire and the services that support those children and young people. This review does not replicate this but builds on the education and training recommendation and associated action. Action: Identify and develop the key supportive factors that allow young people with disabilities to achieve fulfilling lives including access to employment.

The following illustration shows the interacting strands of work that have started in Herefordshire during the review and will take forward some of the recommendations:



Adult Social Care

Herefordshire Council is planning to change the way adult social care is provided to give residents more choice and control over how they use the services they need.

The vision for Adult Social Care in Herefordshire 2013/14 key priorities:

- Encourage independence by promoting individual responsibility
- Help people stay safe in their own homes for as long as possible
- Provide efficient services designed to meet people's changing and individual needs
- Help people make choices through self-directed support
- Make sure carers have access to good quality information and advice

Health

Health service personnel were not interviewed as part of this review, but the views of parent/carers and other professionals seem to mirror the findings by the Department of Health in 2010, which suggests that transition to adult health services is difficult, disjointed and

stressful. There is a need for more work to be undertaken locally with the clinical commissioning group in the development of joint planning and commissioning post 18.

Housing

Local authorities are required under the Equality Act to take into account the needs of disabled people when considering housing provision. These requirements relate to both new housing as well as alterations to existing stock. Herefordshire, together with Shropshire County Council, has a joint Housing Strategy that focuses on improving services and providing a range of housing, both market and affordable to meet current and future needs.

Herefordshire Learning Disabilities Transition Study (March 2013)

Alongside the work on reviewing the local offer there has also been a study of the Transition into Adulthood for young people with learning disabilities in Herefordshire. The recommendations from this study are as follows and feed into this review:

- Greater investment in employers who can offer supported employment
- Use the money allocated to education (for extended education) to provide supported employment.
- Jointly funded transitions team.
- A key worker identified for all students who exit from a special school or mainstream students identified with a special need to work with children from age 15 onwards.
- Provide a single plan
- Supported housing needs to provide employment opportunities
- Free accessible advocacy for transitions age range.
- Locally published literature to assist transitions professionals, parents and carers to offer information to students enabling them to make informed choices about their future.
- Healthwatch should continue to monitor the progress of commissioning services for transitions.

Learning and Skills Improvement Service - Improving progression into employment through collaboration in Herefordshire Project (July 2013)

This project's aim was to improve progression into employment for young people with LDD through collaboration between education, voluntary and supported employment organisations. The core partners are Herefordshire and Ludlow College and Hereford College of Arts; Aspire and Echo, two voluntary organisations which provide 'stepping stones' for young people towards independence and employment; and Mencap a supported employment organisation. The legacy actions have been used to inform this review.

Getting a Life pilot

This was a national 3 year programme set up to discover why young people who have a learning difficulty and are eligible for adult social care support do not go into work when they leave school or college. Herefordshire was one of 12 local authorities involved in the project with Westfield School and Mi-enterprise Leominster.

With the main focus on paid work, the programme sought to:

- . Raise aspirations.
- . Look at what system changes need to happen.
- . Create a clear pathway to paid work.

The evaluation has been taken into consideration in the Green paper and the development of Supported Internships and highlights the need for employment opportunities in Herefordshire.

Transport

Herefordshire Council will be undertaking a consultation of Post 16 SEN transport in September 2013. Families are anxious about this but understand the financial pressures for the local authority. Families need to be involved and given time to plan for any changes to provision.

4. Herefordshire 2013- Facts and Figures Key Messages

The following key messages are issues highlighted from data analysis. A data pack will be made available separately on the Herefordshire Council website: www.herefordshire.gov.uk.

Demographics

The changing demographics of county children will continue to pose challenges for delivering services for them and their families as it leads to higher numbers eligible for pre-school services, but a continued surplus of school places across the county – albeit with excess demand in some areas. Births remain at the higher level seen since 2007 (1,800-1,900 a year). The latest forecasts suggest that there will be a slight increase in the number of children between 2016 and 2025, peaking at 32,800 before starting to fall again. This peak is 4 per cent higher than currently (31,500) but still lower than in any year prior to 2005.

Primary SEN Need

All children identified in the School Census as having a SEN Provision of School Action Plus or Statement of SEN will also have a primary need (and possibly a secondary need) identified. Analysis of SEN need gives further insight to the characteristics of the disabled cohort. This report concentrates solely on primary need, which is described for the whole cohort.

In the January 2013 Census, a total of 2360 a decrease of 84 from 2012 (2444) children were recorded with SEN Provision which represents 10.4% of all pupils on roll.

Table 1: Pupils with Statements and on School Action Plus as a percentage of the total of all pupils on roll.

	January 2011	January 2012	January 2013
All pupils on roll	22,666	22,759	22,770
School Action Plus and 'Statemented' pupils	2,518	2,436	2,360
% of all pupils on roll	10.7%	10.7%	10.4%

However, the number of children and young people with a Statement of Educational Needs rose from 511 in 2011 to 559 in 2012 and rose again to 580 in 2013.

Table 2: January 2013 census Primary Need of pupils/students with a Statement or on School Action Plus

	Primary Need	No. pupils/students	% of those with a primary SEN need
BESD	Behaviour, Emotional & Social Difficulties	531	22.50%
SLCN	Speech, Language and Communication Needs	452	19.15%
SPLD	Specific Learning Difficulty	434	18.39%
MLD	Moderate Learning Difficulty	287	12.16%
SLD	Severe Learning Difficulty	186	7.88%
OTH	Other Difficulty / Disability	181	7.67%
ASD	Autistic Spectrum Disorder	124	5.25%
PD	Physical Disability	60	2.54%
HI	Hearing Impairment	52	2.20%
PMLD	Profound & Multiple Learning Difficulty	30	1.27%
VI	Visual Impairment	20	0.85%
MSI	Multi-Sensory Impairment	3	0.13%
Grand Total		2360	100.00%

Behaviour, Emotional & Social Difficulties (BESD) (22.5%, 531), Speech, Language and Communication Needs (SLCN) and Specific Learning Difficulty (SPLD) account for over 60% of the total identified primary need. Boys count for 70% of the number of young people with a statement or on school action plus.

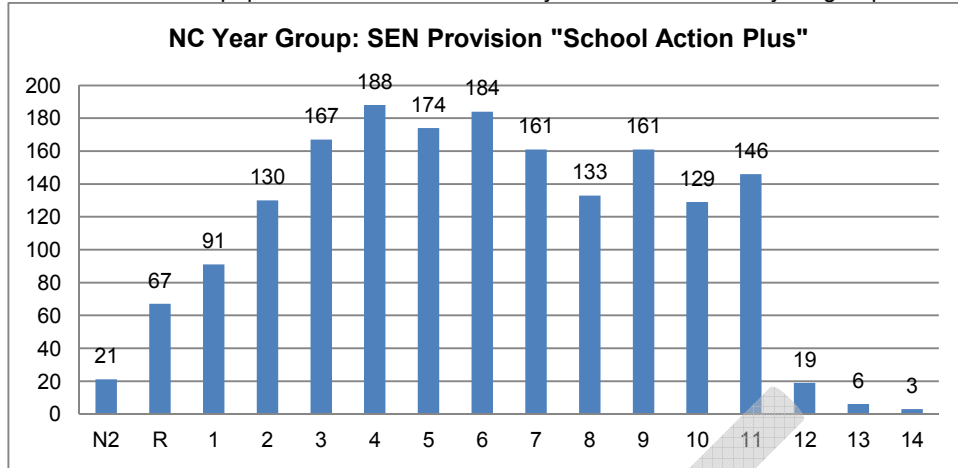
Future Demand

There are a range of variables that make it difficult to precisely estimate future demand for learning. However, we have looked at current data trends, policy and taken a pragmatic approach to make future planning assumptions as follows:

- Post 16 High Need student numbers are predicted to rise again to 112 in 2014/2015 academic year from 104 in 2013/2014 having have increased significantly from 74 in 2010/2011.
Against a back drop of declining numbers in the overall cohort of student/pupils Herefordshire is facing a growth in special school placements from 24 in 2010/2011 to 66 in 2013/2012 and predicted 66 in 2013/2014.
- At the same time the nature and complexity of the children and young people is growing in severity requiring high levels of expertise and specialist resources to support them effectively which is placing growing pressure on existing finances and resources.
- Many more children with severe learning difficulties (often together with severe physical disabilities) are surviving into adulthood. As a result, the number of adults with learning disabilities is expected to increase.
- There will be increasing numbers of young people leaving special schools at age 19 from 11 in 2013 to 18 in 2015 and 21 in 2016. The numbers leaving with PMLD are small 1 in 2014, 3 in 2015 and 2 in 2016. There will be 13 in 2014, 15 in 2015 and 16 in 2016 with SLD. 5 with MLD in 2014 and 3 in 2016.

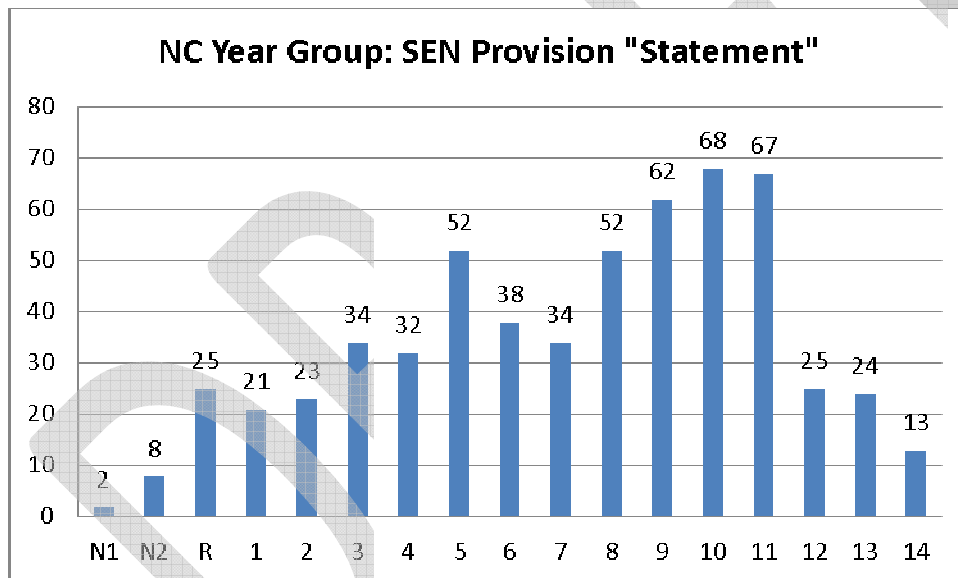
Current and future provision is always difficult to determine from headline data without detailed knowledge of individual cases. However, current data shows an increase in the number of young people leaving year 11 in 2014 and 2015.

Table 3: Number of pupils on School Action Plus by national curriculum year group January 2013 census



- The number of young people on school action plus leaving school in year 11 in 2014 will be 129 (BESD 36, SLD 31, MLD 20) and will rise to 161 in 2015 (BESD 53, SLD 46).

Table 4: number of pupils with a statement by national curriculum group January 2013 census



- The number of young people with a Statement leaving year 11 in 2014 will be 68 (BESD 25, SLD 14) and in 2015 62 (BESD 14, ASD 14, SLD 12).
- While numbers of young people coming through the system may, to some extent be predicted, what cannot be easily forecast is the demand for different types of institution or course. The demand for institution or course is dependent on the choices made during transition usually year 11 onwards.

Participation in Education and Training

For the majority of young people who have additional needs, education and training provision is delivered at local colleges and special schools with additional learning support provided in order for the young person to achieve their learning goals.

There is a separate table that will be available on the Herefordshire Council website that shows the Herefordshire education and training provider map for 2012/2013 academic year. It highlights a gap in provision locally for young people aged 19 -25 with profound and complex needs.

Further Education

- Having seen numbers of students with LDD aged 16-19 participating in further education increase from 719 (21.5%) in 2010/2011 to 740 (22.1%) 2011/2012 there has now been a significant drop in 2012/2013 to 545 (16.7%). It could be that the young person does not consider themselves to have a learning difficulty and or disability and have therefore not declared this or the information has not been captured. This requires further investigation.
- The number of high needs young people in further education needing support cost above £6,000 per academic year reduced from 25 in 2010/2011 to 18 in 2011/2012 and has increased slightly again to 21 in 2012/2013.
- School sixth forms have seen no change.

The above information does not include special schools or independent specialist college provision. It does however include all other further education institutions that Herefordshire resident young people attend in and out of the county of Herefordshire.

Post 19

The Skills Funding Agency is responsible for funding education and training provision for people aged 19+ in England. Data has only recently become available at national and regional level for numbers of people with disabilities participating and success rates split by age. This data is not available at local authority level yet.

A number of young people with LDD aged 19 – 25 do attend Herefordshire and Ludlow College and Hereford College of Arts. This provision is typically 2 to 3 days per week and some young people use their personal budgets where applicable to access other services and provision on the other days.

Apprenticeships

There has been an increase in the percentage and number of young people aged 16-25 who have self-declared having a learning difficulty and or disability starting an apprenticeship from 2009/2010 academic year to 2011/2012 (last full year data) academic year from 69 (7.57%) to 128 (11.18%).

There has been an increase in the number of young people with LDD aged 19-25 undertaking an advanced level 3 apprenticeship from 9 in 2009/2010 to 23 in 2011/2012. For 16-18 year olds this has increased from 10 to 12 in the same period.

Independent Specialist Providers

There are a small number of Herefordshire young people, in receipt of a learning difficulty assessment (LDA/S139a), where the local funding panel have agreed that their education and training needs can only be met by an independent specialist provider.

Provision is typically for two years, although an application for a third year can be made in exceptional circumstances. Funding is applied for each academic year following receipt of an annual review that shows progression against objectives.

The following table 5 shows the number of young people with LDD at out of County Independent Specialist Providers and associated funding from the Education Funding Agency allocation:

Independent Specialist Providers	2010/2011	2011/2012	2012/2013	2013/2014
Starts	5	7	5	6
Continuers	10	8	10	10
Total	15	15	15	16
Funding	£772,108	£865,018	£796,123	£895,270.00

- Majority of these young people access provision in the surrounding counties. This year there will be 4 attending specialised courses and provision further afield. Of those attending provision in 2012/2013 5 out of the 15 were aged 17 the rest were over 19.
- Of the 2012/2013 academic year cohort: all bar one young person specifically cited independence and self-sufficiency as a goal and reason for attending; 6 young people have visual and or hearing impairment, 6 Severe Learning Difficulties and 3 Moderate Learning Difficulties; The programmes young people are studying in 2012/2013 are 1 studying A levels, 4 level 2 qualifications, 3 level 1, 1 entry level 3 and 4 pre-vocational.

Barrs Court School and Westfield School combined (Census Spring 2013)

- There has been a significant increase in student numbers in the maintained special schools sixth forms in Herefordshire where numbers have risen from 24 in 2010/2011 to 55 in 2012/2013 and will continue to rise again to 66 in 2013/2014 academic year (175% increase).
- 84% of post 16 students in the special schools in 2012/2013 have a primary need of SLD or PMLD set to continue at 85% in 2013/2014 and 2014/2015. There are further compounding conditions alongside such as complex medical, specialized syndromes and Autism Spectrum condition.

Community Learning and Employability

The Informal Adult Community Learning (IACL) budget, funded through the Skills Funding Agency (SFA) is used to support the design and delivery of a wide range of learning provision to people with disabilities aged over 19. Herefordshire Council work in partnership with Aspire, Echo, Herefordshire Headway and Project Link. The number of people with disabilities all ages 19+ accessing this provision has increased from 986 (26.5%) 2009/2010 to 1151 (35%) last year. The courses are on average 90 hours per academic year.

Quality

- Majority of Herefordshire young people aged 16 -25 with LDD are in Outstanding or Good education and training provision according to OfSTED.
- The two Special School Sixth Forms, Barrs Court Special School and College, Hereford and Westfield School, Leominster are Outstanding according to OfSTED judgements.
- Hereford Sixth Form College has developed support for young people with Aspergers to study AS and A levels and is Outstanding according to OfSTED judgements.

.Key Stage 4 and Key Stage 5 Destination Measure

Table 6: percentage of pupils in key stage 4 in 2009/2010 who sustained education or employment/training in 2010/2011

	Pupils with no SEN	Pupils with a Statement	Pupils on School Action	Pupils on School Action Plus
Herefordshire	91%	88%	88%	80%
England	91%	85%	84%	75%

Herefordshire is above the national averages however there is an approximate 6% difference between those with no Special Educational Needs and those with.

Please note that this does not capture special schools information. Herefordshire Special Schools, the majority (over 98%) of key stage 4 pupils from Barrs Court and Westfield progress into the sixth form of these schools to continue their education.

Table 7: number of pupils in key stage 4 in 2009/2010 who did not sustain a destination or were categorised as being NEET in 2010/2011

	Pupils with no SEN	Pupils with a Statement	Pupils on School Action	Pupils on School Action Plus
Herefordshire	6%	11%	11%	18%
England	7%	13%	14%	22%

National key Stage 5 destination data for SEN is not available to inform this report, and there is currently no local process in place that systematically tracks young people with LDD once they leave college. Information is available for the destination of those young people who left independent specialist college provision and Barrs Court Special School and College and Westfield School as follows.

Destinations from Independent Specialist College provision

- Of the 15 young people who have left independent specialist college provision from 2010 to 2012, 53.3% (8) returned to Herefordshire and accessed adult social care and as part of their adult social care package 1 also attended Herefordshire and Ludlow College and 1 Hereford College of Arts.
- 2 (13.3%) went to University, 2 stayed out of county (1 of which went to Bath College), 2 came back and went to Herefordshire and Ludlow College, 1 accessed a continuing health care package.

Barrs Court School and College Key Stage 5 destinations

Of the 9 young people who left year 14 in 2013, 2 have applied to go to independent specialist college, 4 Herefordshire and Ludlow College, 1 Hereford College of Arts and 2 will participate in the proposed pilot.

Westfield School Key Stage 5 destinations

Of the 2 young people who left year 14 in 2013, 1 has applied to go to out of county independent specialist college and 1 is being supported through a continuing health care package.

NEET (Not in Education, Employment and Training)

Learners with learning difficulties and/or disabilities aged 16-19 are twice as likely as their peers to be NEET according to national statistics. In Herefordshire January 2012 12.4% 56 young people aged 16-19 recorded as NEET and LDD against 7.6% all 16-19 year olds recorded as NEET 4.8% recorded as not known – Jan 2013 10.2% 34 recorded as NEET and LDD against 6.1% all 16-19 year olds recorded as NEET 5.9% (10.4%) not known. Not as high as the national average but higher than the rest of the cohort.

4.1 Education Funding

The majority of young people post 16 who had a statement or school action plus at school and move into post 16 education and training will be funded by the education funding agency or skills funding agency in the case of apprenticeships.

For those young people with high needs (support costs above £6,000) from 2013 local authorities will receive an allocation from the Education Funding Agency based currently on historical data to fund the educational places for these young people.

For 2013/2014 academic year there will be 104 High Needs Students (HNS) including 15 at independent specialist providers (ISPs) at a total cost of approximately £2.5 million. The Education Funding Agency (EFA) allocation 2013/2014 academic year is £1.9 million. And Dedicated Schools Grant contribution £600k.

Individual placements at Independent Specialist Providers average cost £56k per year – Total £850k for 2013/2014.

Successful outcomes have the potential to reduce longer term costs. It is imperative therefore that early transition planning is undertaken jointly with all agencies.

4.2 Petition of 7,600 signatures presented to the Prime Minister on 16th April.

Families campaigned for Herefordshire Council to work in partnership with Barrs Court Special School to offer suitable full time educational and training provision for learning difficulty and learning disability students aged between 19-25; or enable Barrs Court Special School to offer suitable provision for these students with like minded partners and this provision to be in place by September 2013.

Advice received from the Education Funding Agency (EFA) confirmed that schools are not able to enrol pupils over the age of 19. A school must establish a separate FE unit, which meets the published criteria.

Concerns have been expressed over the confusing picture emerging nationally over responsibility and rights for 19-25 year olds. Edward Timpson MP's response to the Education Select Committee in February 2013 was that the provisions of the Children and Families Bill do not create a new guarantee, or expectation that young people with special educational needs should stay in education until they are 25. Further education and training can continue up to the age of 25 for those young people who, as is already recognised now, need to take longer to complete education or training.

4.3 Outcomes

The task group considered that the 'offer' for young people with LDD should have clarity of purpose i.e. provision should deliver optimal standards of progression against outcomes identified to meet the needs of the young person. Therefore a list of outcomes was agreed and can be found at Appendix A.

4.4 Models of Practice for Provision for LLDD aged 19 -25 – Evaluation

The Task Group evaluated national models of practice against curriculum design and student outcome for students in the profound disability range (PMLD). These were New Bridge Horizons, pathways beyond 19, Oldham, Leicestershire County Council's Go Learn, Transitions programme, Oxfordshire Independent Living project, St Martin's Centre, Stroud.

- St Martin's Centre, Stroud and New Bridge Horizons, Oldham described provision that corresponded to the criteria agreed by the group when considered from a PMLD perspective.
- The multi-agency funding approach of the Leicestershire model could be replicated locally.
- The use of Hereward college of FE in the Oxfordshire example for providing intensive residential experiences could be replicated locally with RNC.
- A draft suggestion for a 'local offer' for these young people was produced for consideration and it was agreed to further develop and evaluate through a pilot starting in September 2013 for up to 4 young people – 3 young people with profound complex needs have been identified and have agreed to work in partnership with providers and Herefordshire Council to shape this provision.

5. What young people and their parents said?

Workshops were held with over 60 Students, Parents/Carers and Staff from Barrs Court School and College, Hereford and Westfield School, Leominster in March and April 2013. The findings from these workshops have informed the recommendations and actions for this review. The following is a summary from those workshops of what people said further detail will be available on the Herefordshire Council website:

- Families felt that there is a lot of consultation but nothing seems to happen.
- Would welcome more opportunities to meet together as parent/carers and with local authority officers.

Education and Training

- Suitable further education provision should be available locally for all with the option of some residential provision to support transition into independence.
- Provision should be full-time, 5 days per week and holistic in scope i.e. combination of academic, vocational, socialisation and therapeutic.
- Clear progression pathways need to be in place.
- Social context is difficult at college because of supervision and structured need outside of study times.

Information and advice

- Significant issues highlighted with many not knowing what services and provision is available when a young person leaves school or where to find the information.
- Parents/Carers often find things out in a time of crises.
- Some felt that transition planning starts too late and is focused on short term goals.
- Some parent/carers have received confusing and conflicting information i.e. some were told that they have an unqualified right to publicly funded education for their child through to the age of 25. Education Funding Agency and provider staff state that conditions of funding mean that providers are only able to offer provision where there is clear academic progress.
- There is a lack of information and some confusion about eligibility and the use of personal budgets.

Information Sharing

- Professionals don't share information enough and families have to tell their stories too many times.
- .Not all providers know what each other is offering – need for partnership working and further collaboration building on specialisms and strengths of different organisations.

Employment and Supported Employment Opportunities

- Many young people want to work.
- A lack of suitable employment opportunities was identified as a barrier.
- Help is needed to support young people into employment and develop their skills.
- Comments were made that Herefordshire Council should employ learning disabled people and offer work experience to set an example to employers.
- Even though Adult Social Day Centres are valued as being necessary for some young adults, many negative comments about the quality and relevance of activities on offer which were described as just being “passive” and “time filling”. Also concerns about the fact that young people are in same groups as elderly adults.

Housing and Independent Living

- There is a lack of suitable housing options available. Housing needs to also be available in Market Towns not just Hereford City. Ideas were put forward for families to come together and offer solutions. Young people do not want to move out of their community to live somewhere else. They want to stay part of their community.
- More preparatory work is needed to help young people prepare to leave home.
- Transition housing should be available with 24 hour support to prepare young people to live independently. This could be available for 2 to 3 years alongside education and training provision.
- There needs to be more clearly defined earlier forward planning about the kind of housing required in response to differing levels of needs.
- Families need reliable and high quality support to be able to continue to care at home
- Travel training is highly valued but there needs to be more available.

Well-being & health

- Lack of forward planning, poor assessments and delays in securing funding increases anxiety levels for young people and their families, which has an impact on their health and well-being.
- Dis-satisfaction about referral criteria for Children with Disabilities team and Adults with Disabilities teams because learning disability is not always recognised. Parents want to know how a young person can have a Statement of SEN and attend a special school for learning disabilities, but then social care and health do not recognise their child's disability.

Social Inclusion

- Concerns were raised by young people and their families about a lack of a social life and loneliness once they leave school. There needs to be opportunities for young people to engage in leisure activities and develop and keep friendships.

Key workers

- A key worker was viewed as being important to empower young people and their families by providing support and information tailored to meet their individual needs. A key worker should be available to support transition from children to adult services.

Students at Westfield School

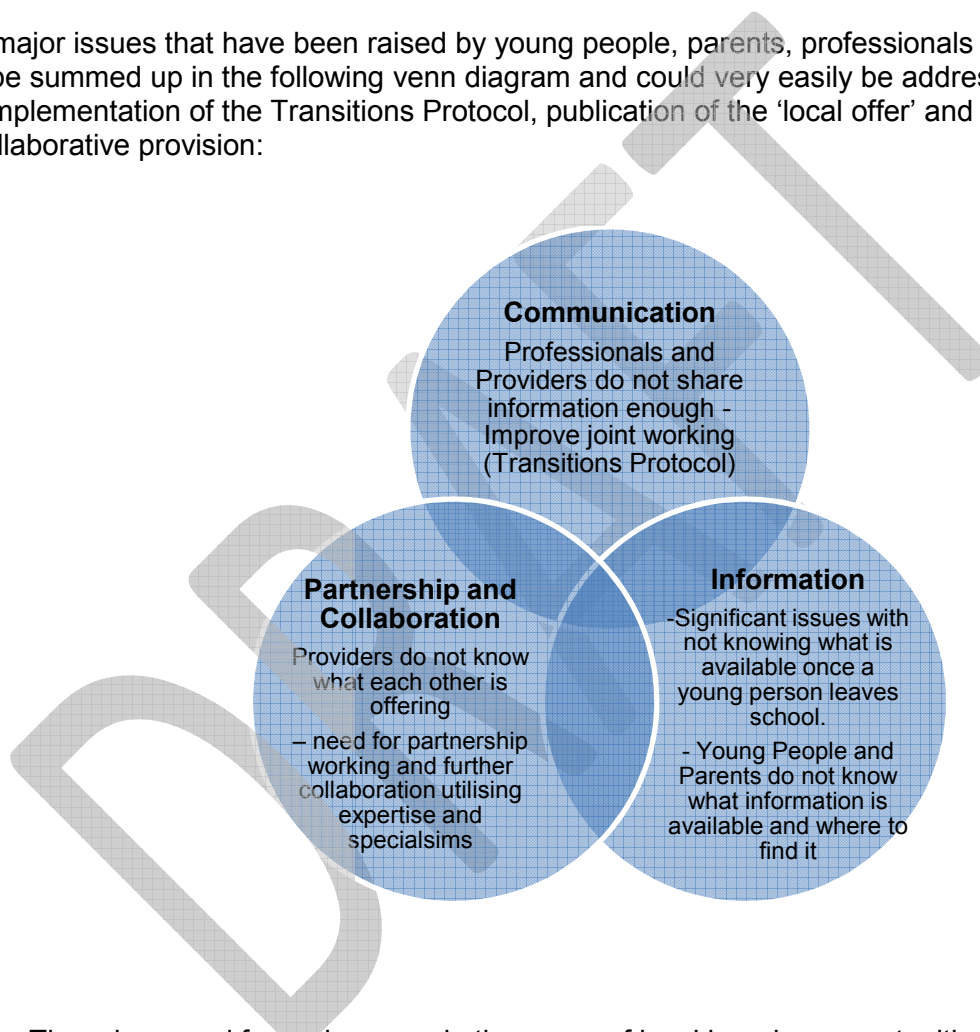
Students have a wide range of aspirations for further education and employment for example in arts & entertainment, photography, cooking, gardening, building, office work.

The students recognized they need to learn skills such as travel training, money skills, vocational and practical experiences. Many of the students aspire to live an independent life away from home, have friends and relationships. They have a real desire to contribute to their communities, get a job and live an independent life as autonomous as possible.

6. Overall Conclusions

The main conclusions drawn from this review are as follows:

The major issues that have been raised by young people, parents, professionals and providers can be summed up in the following venn diagram and could very easily be addressed through the implementation of the Transitions Protocol, publication of the 'local offer' and development of collaborative provision:



- There is a need for an increase in the range of local learning opportunities especially for young people aged 19-25 with most complex needs. Majority of young people want to Learn, Live and Work (as appropriate) in Herefordshire.
- There are low expectations and lack of job opportunities especially in current economic climate. There is a need for more opportunities to obtain and keep employment. Comments were made that Herefordshire Council should employ learning disabled people to set an example to employers
- Even though Adult Social Day Centres are valued as being necessary for some young adults, many negative comments about the quality of those activities and concerns about the fact that young people are in same groups as elderly adults

- More preparatory work and earlier forward planning should be done to help young people prepare for a successful transition into adulthood.
- There is a need to address the capacity of post 16 providers to meet the needs of young people with behavioural, emotional and social difficulties (BESD).
- There is a lack of suitable housing options and forward planning of need.
- Further work is needed to explore the choice available for those learners with autistic spectrum condition.
- There is a need for a key worker (or a similar/co-ordination/facilitation role) to support young people and their families through transition.
- Many organisations and staff working in the sector are highly motivated and have a desire to improve provision and services

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7. Key Recommendations

In light of these conclusions the following recommendations have been made:

1. Enable each individual to make a successful transition to adult life: Improve joint planning, commissioning, funding, development and monitoring of services and provision.

Actions

- Develop and publish a countywide strategy and action plan with clear governance arrangements.
- Improve the arrangements for transition from school by implementing the revised Transitions Protocol for Children and Young People with LDD (minimise the 'cliff' i.e. plan more effectively for 14-25 age range and minimise a 'cliff edge effect' the steep drop in resources as children make the transition to adult services).
- Produce a children, young people and families Transitions pathways guide.
- Establish an agreed joint commissioning framework between education, health and care to include decision making process, communication plan, development of provision, practice, quality assurance and a resource allocation system. To maximise resources available, meet future needs and improve outcomes.
- Develop structures and methods to facilitate families and young peoples' involvement and participation in developing and reviewing provision and services.
- Provide opportunities for providers to offer intelligence to commissioners to support the development of commissioning strategies and priorities
- Pilot from September 2013 new local provision, individual holistic packages of provision requiring joint planning, funding and provider collaboration.
- Develop systems to share information about good practice across Herefordshire.
- Actively encourage existing further education providers to adapt facilities/offer to accommodate this group of young people, including through reminding providers of their equality duty.
- Build capacity amongst staff through for example multi-agency training events
- Develop Herefordshire's approach to Personalised Budgets.

Impact on young people and their families:

- Young people and their families have more control in planning for their future

2. Increase communication and knowledge of the provision and services available Post 16 for young people with LDD, managing expectations and avoiding the 'cliff edge effect'.

Actions

- Publish information about the local offer to young people and their families – The Local Offer is vital in improving accountability and transparency in the system.
- Ensure that information on the 'Local Offer' is accessible to young people and their families by:
 - Consulting and gathering opinions on the most appropriate ways of presenting information about the 'Local Offer'
 - Working with communication team to design an appropriate web- based information portal including the use of video clips, case studies etc.
 - Exploring the interface of this work with other service directories and portals under-development, to minimise confusion and ensure information is current and not contradictory.
 - Creating effective channels for letting all relevant people know where information about the 'Local Offer' is available e.g. through schools and colleges, use of media.
- Develop a system and process to keep the 'local offer' under review involving parents and young people. The 'voice' of young people needs to be developed.
- Introduce quality indicators to continue to improve services and provision, such as: 'I knew where to get information from', 'It was helpful advice when I got it'.
- Explore other ways of raising awareness of provision available and ensure that all opportunities are maximised e.g. careers events, jobs fairs
- Explore further the role of a 'key worker' (or similar/co-ordination/facilitation role) to provide information and support to young people and their families and how this could be put in place in Herefordshire.
- Improve communications through the development of LLDD provider network.
- Improve communication between agencies through the implementation of the Transition protocol, development of a joint commissioning framework and the introduction of the Education, Health and Care Plan.

Impact on young people and families:

- Young people and families have information about the options available and can plan more effectively, earlier, ensuring a smooth transition.
- Families and young people do not have to repeat their story so many times.

3. Plan and develop a range of provision and the capacity of providers to meet the identified needs and aspirations of young people with LDD.

Actions

- Future provision must be able to meet the needs of all young people.
- Through the Children with Disability Re-Design Group keep under review and identify the gaps in post 16 provision for young people with LDD.
- Plan and coordinate the development of existing and new post 16 provision for LLDD to meet identified need. Taking into consideration affordability and sustainability
- From September 2013 undertake a small pilot to test a new approach to delivering individual holistic packages of provision and support requiring joint planning and funding for young people who have learning difficulties and disabilities of a profound, multiple or severely complex nature. Delivered in partnership and collaboration utilising providers' specialist knowledge and expertise.
- Encourage and enable opportunities for providers to work together collaboratively to build capacity and share expertise and delivery arrangements.
- Develop progression pathways.
- Develop transition accommodation (2-3 years) for young people aged under 25 with 24 hour support available on site. Education and training to be delivered alongside to maximise potential and support young people into independent living.
- Review the capacity and quality of housing options including support to stay at home and ensure families have this information from year 9 onwards.

Impact for young people and families:

- Improve the lives of young people and their families, to enable young people to develop the knowledge, skills and capabilities they will need to lead fulfilling lives.
- To be able to live as independently as possible
- Able to maximise their potential on transition into adulthood.
- There will be sufficient appropriate multi-agency provision for this particularly vulnerable group both in the short and longer term.
- Spectrum of housing options including support to live at home.

4. Ensure that post 16 learning opportunities meet needs and prepare young people with LDD for adult life.

Actions

- Ensure that the development of the Education, Health and Care (EHC) plan clearly articulates the needs of the young person, provision needed to meet those needs and the expected outcomes.
- Clearly identify the resources and responsibility for providing information, developing and writing up the EHC plan. Also for sourcing services and provision to implement the EHC plan and keep it under review to ensure it meets the needs of the young person.
- Develop staff training programme on how to write an effective EHC plan.
- Ensure that programmes and courses focus on preparation for adult life and evidence clear progression
- Ensure that all Post 16 LLDD have an individual learning plan clearly focused on relevant and realistic goals incorporating measurable outcomes.
- Work in partnership with adult education, adult social care and the voluntary sector to increase participation in personalised engagement in community activities.
- Develop quality assurance process as part of the joint commissioning framework.
- Ensure that where appropriate learning prepares learners for work, supported employment or volunteering.
- Work with providers to maximise the potential of the flexibilities presented by the 16 -19 Study programme including Supported Internships to strengthen the preparation for adult life.
- Improve progression into employment through collaboration between education, voluntary and supported employment organisations.
- Work with the local businesses, Marches LEP and DWP to increase employer engagement and job opportunities including the development of social enterprises, supported internships, work placements and opportunities through Access to Work.
- Along with Apprenticeships and work experience placements Herefordshire Council procurement social clauses to include supported internship opportunities.
- Herefordshire Council should look to improve its own record of employing people with learning disabilities; a report on this issue should be brought forward in the autumn 2013.

Impact on young people and families:

- Increased choice.
- Develop skills, gain qualifications, raise aspirations and ambitions.
- More young people with LDD in employment, supported employment and enterprise.
- With the right support and opportunities almost all young disabled people are capable of some level of paid, supported employment
- Make a positive contribution and enable regular interaction between disabled and non-disabled people in the workforce and wider community.
- Gain in confidence.
- Greatly improved long-term outcomes.
- Make a positive contribution to their communities.
- Improved long term physical and mental health.

5. To continue to develop and maintain a system of data capture and analysis in order to plan projected future needs and ensure provision is available to meet those needs.

Actions

- Continue to develop and maintain the current system (transitions register) of collecting data about young people with a statement of SEN/Section 139a learning disability assessment/ Education, Health and Care plan ensuring young people can be tracked up to the age of 25. Information to be used by all agencies to improve planning, provision, information, advice and guidance and outcomes.
- Analyse data and transition plans on a termly basis.
- Review and improve information sharing protocols and practice.
- Use information to inform forward planning about the kind of housing required to meet differing needs.
- Use trends and needs analysis to commission effective provision
- Collect and analyse data from post 16 providers with regard to retention, achievements, qualifications and destination annually.
- Use data to set base lines and implement key performance indicators

Impact on young people and families:

- Robust forward planning ensures that provision meets future needs
- Information supports young people and families to make decisions earlier and plan pathways enabling a successful transition into adult life.
- Families know what is available and can help shape provision.

6. Through the introduction of the National Funding Formula for High Needs Students, put in place an open, transparent and fair funding system that is driven by the needs of the young person and not the designation of the provision.

- Ensure that there is equity of funding for young people with similar needs irrespective of where their needs are being met in different provision by agreeing “top up” rates based on descriptors of need within a number of bands.
- Further develop the post 16 LLDD offer through the implementation of the new post 16 funding arrangements for High Need Students.
- In response to demand further reduce the dependence on out of county provision and by doing this reinvest the revenue funding locally.
- Through the development of a joint commissioning framework maximise the opportunity for pooled funding to reduce budget pressures and maximise resources.
- Potential contributing budgets and grants for young people with LDD – Dedicated Schools Grant, Education Funding Agency, Skills Funding Agency, Adult Social Care, Health.
- Successful outcomes have the potential to reduce longer term costs.

Impact for children and young people

- The needs of the individual young person will drive the funding.
- The reduction in out of county placements and the reinvestment of this revenue will enable more young people to have their needs met locally.
- Equity in funding at 16 will ensure that young people will have access to appropriate provision be it in a school, college, independent specialist provider.

For these Recommendations to be successfully implemented it will require colleges, special schools, mainstream schools, independent specialist colleges, independent training providers, voluntary and community providers, Children's Services, Adult Social Care and health to play a full role in the development and delivery of a coherent offer of a range of planned provision across the county to meet the diverse needs and aspirations of young people aged 16-25 with a learning difficulty and or disability. This will be augmented by the use of residential out of county provision which will remain an option in meeting the individual needs of young adults between the ages of 16 – 25 years.

7.1 Risks and Challenges:

- The risk of not doing anything will lead to families continuing to feel unsupported and the potential for safeguarding issues to arise. Disabled adults are more likely to live in poverty, have poor physical and mental health, and be socially isolated and economically inactive.
- Poor transition leads to disruption in the continuity of care, disengagement from services and is likely to lead to poorer outcomes. With many young people running the risk of becoming NEET (Not in Education, Employment or Training). Learners with learning difficulties and/or disabilities are twice as likely as their peers to be not in education, employment or training (NEET) especially at age 17.
- Provisions do not create a new guarantee, or expectation that young people with special educational needs should stay in education until they are 25. To do so would not be in the interests of many young people, who will want to complete their education and progress into adult life and work. Earlier planning and expected outcomes clearly articulated should enable a smoother and successful transition into adulthood.
- Rural areas face distinct challenges in developing education provision, including:
 - low population density;
 - lack of transport infrastructure;
 - long distances between homes, schools, and colleges

Lack of employment opportunities and securing sufficient employer engagement could lead to dependency culture and impact on health and well-being:

- lower proportion of larger employers, high percentage of micro businesses; and lack of employers in some sectors
- Unemployment and under-employment 16-25 year olds in current economic climate

Lack of housing options could lead to a dependency culture and family breakdown

All leading to social isolation

8. Next Steps

- Agree report and recommendations with Cabinet members.
- Recommendations to form the revised Action Plan for the Children with Disability Re-Design Group.
- Implement a pilot for up to 4 young people with the most complex needs from September 2013. To test and develop multi-agency joint commissioning and provider collaboration.
- Explore the potential to develop employment opportunities for young people at the newly opened Grange Court, Leominster working with Mi-enterprise.

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Appendix A:

Herefordshire Learners with Learning Difficulties and or Disabilities aged 16-25 Task Group – Outcomes Paper

The “offer” should have clarity of purpose, ie., provision that is organised to deliver optimal standards of progression against anticipated outcomes that are already prescribed for the young people concerned. Although there will also be outcomes that accrue to different service providers, these outcomes should be secondary to those accruing to the young people concerned. .

1. Outcomes for young people:

1.1 As a consequence of the Herefordshire 16-25 LDD offer, young people will be better able to:

- Apply functional skills (including literacy, language, numeracy, independent living skills) in a range of practical contexts to help facilitate their social inclusion and the completion of everyday living tasks;
- Sustain relatively good standards of physical, mental and emotional well-being and be as fit as possible to participate in society (including therapeutic pathways);
- Reflect on new experiences, make positive contributions to society, take responsibility for their personal actions and influence decisions related directly to their future (preparation for adult life);
- Be a successful learner who wants to continue to gain the knowledge, understanding and skills necessary to improve their life prospects (ie. secure and retain employment).

1.2.1 As a consequence of the Herefordshire 16-25 LDD offer, young people will be better able to:

1. Spend increasing amounts of leisure time outside of their family unit, safely engaged in social inclusion activities and living as independently as possible;
2. Access health related services on a regular basis, manage health related and medication regimes safely and also sustain high attendance at college or work;
3. Have friendships/relationships and function effectively as part of a group;
4. Be purposefully employed, have a sense of vocation and earn an income.

2. Suggested outcomes for service providers

As a consequence of the Herefordshire 16-25 LDD offer, service providers will be better able to facilitate:

- Developmental learning to minimise, or overcome barriers to learning and so enable young people to achieve personal milestones in the acquisition of functional and independent living skills;
- Therapeutic learning in which young people can engage in strategies to bring about demonstrable improvements in their “fitness” to participate;
- Creative, social learning to ensure young people develop personality, respect for others, self-determination and a sense of self-esteem;
- Differentiated, vocational learning that leads to nationally benchmarked attainments, qualifications and awards relevant to the world of work.

As a consequence of the Herefordshire 16-25 LDD offer, service providers will be better able to undertake:

1. Procedures to empower personalised learning and ensure that the rights and aspirations of young people can be empowered (Person Centred Planning);
2. Continuous assessment procedures that provide formative, evidence based data about the progress young people are making and which can be moderated and benchmarked against established criteria for accreditation purposes (RARPA);

As a consequence of the Herefordshire 16-25 LDD offer, service providers will employ:

A trans-disciplinary, flexible workforce with quality assured competencies that include distinctive specialist approaches and positive attitudes about disability;

As a consequence of the Herefordshire 16-25 LDD offer, service providers will better able to sustain:

1. A family orientated, person centred ethos;
2. A physical environment that is safe and empathetic to the personal learning styles and needs of young people who have a diverse range of disabilities;
3. Partnerships with other providers to help enable holistic, extended provision in a range of full year settings with a minimum of "down time".

Annex B:

Pilot for further education, independent living and therapeutic services for students aged 19 -25 who have learning difficulties and disabilities of a profound, multiple or severely complex nature.

The Pilot will develop innovative practice bringing together schools, mainstream and specialist further education, 3rd sector and the local authority to design and deliver programmes which meet need and develop choice and aspiration. The pilot is in response to the unmet need for local provision to meet the needs of people with severe learning difficulties and / or profound and complex disabilities post 19.

The pilot will be governed by a management group including Parent/Carers, Herefordshire Council, HOOPLE Ltd, RNC, Westfield School, Barrs Court School and College, Herefordshire Disability Learning Trust and the Clinical Commissioning group.

The programmes curriculum / aims is based on improving learners' community participation, increasing their autonomy and enabling them to take a more active part in the delivery of their care and support.

Although initially based in Hereford, the service is intended to be county wide, with the potential for being used to develop provision in Market Towns.

This provision will be funded through existing budget resources, the high needs funding budget (new 2013/14) as part of local commissioning arrangements and also through arrangements with local health and adult social care. Testing a joint commissioning and funding model which maximise value for money and improve outcomes.

Outcomes

We intend to develop new provision which:

- Combines the skills, expertise, facilities and services of local providers to deliver individual holistic packages to meet need
- Combines funding streams to enhance the learner experience and improves outcomes for young people

- Develops effective partnerships to enable post 19 learners to have their needs met effectively in their local communities as part of a successful transition.
- Ensure there is a local offer for people with profound and multiple disabilities
- Builds closer relationships and improves communication between all providers and stakeholders
- Sharing of knowledge, expertise and effective practice between providers
- Learning outcomes: appropriate skills & qualifications for the learner. Destination outcomes: moving on to supported employment in the local community
- Forecast and plan for the future number of young people that may require this provision
- Develops partnership working and new approaches to best meet the needs of the young people. Outcomes for learners to include improved choice and decision making, reduced support levels and greater community participation.

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Glossary of Acronyms and definitions relating to Learners with Learning Difficulties and or Disabilities

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

BESD - Behaviour, Emotional and Social Needs

HI – Hearing Impairment

MLD – Moderate Learning Difficulties

MSI – Multi-Sensory Impairment

PD – Physical Disabilities

PMLD – Profound and Multiple Learning Difficulties

SLCN – Speech, Language and Communication Needs

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

VI – visual Impairment

OFSTED - is the Office for Standards in Education, Children's Services and Skills, who report directly to Parliament and are independent and impartial. It inspects and regulates services which care for children and young people, and those providing education and skills for learners of all ages.

Personalisation - is the process by which services are tailored to the needs and preferences of individuals rather than individual fitting into existing services.

Resource Allocation System - A system that allows people with social care needs to know early and up front how much money they might reasonably expect in their individual budget.

School Action Plus - used where 'School Action' (aka; 'Early Years Action in Early Years Settings') has not been able to help the child make adequate progress. School Action Plus can include speech and language therapy, the involvement of advisory services dealing with autism or behavioural needs. It may also include one-to-one support and the involvement of an educational psychologist

Statemented - Statements of special educational needs say what a child's needs are. They are reviewed every year. Parents or Carers must be consulted before a statement can be changed.

Learning Difficulty Assessment (S139a) -A Learning Difficulty Assessment is the legal term used in the Education Act 1996 (as amended by the ASCL Act 2009) and equates to assessments conducted under section 139A of the LSA 2000 assessment specifically. Local authorities have a duty to arrange for a Learning Difficulty Assessment to be conducted of all persons in respect of whom they maintain a statement of Special Educational Needs and who they expect to leave school to receive post 16 education, training or higher education. Local authorities also have the power to undertake a Learning Difficulty Assessment for those young people who would benefit by one.