



**Havering**  
LONDON BOROUGH

Appendix A

# Post-16 Strategy

For young people with special  
educational needs and/or disabilities

## 1. INTRODUCTION

### 1.1 Status of this document:

This strategy document has evolved through discussion and development by the strategy group. This version is intended to inform and support decisions about future Post-16 SEND provision.

### 1.2 Scope:

This strategy covers the options available to young people with a statement of special educational needs at age 16 and into young adulthood.

### 1.3 Aims:

To set out the current provision available; identify the need for any additional or alternative options; establish which of those options can be pursued; and how this will be achieved.

### 1.4 Timescale:

Initial strategy to be agreed by autumn 2013 for implementation over 18 months with a few to completion by September 2015.

### 1.5 Context of this strategy:

There are financial aspects of which the strategy will need to take account. These include changes to funding arrangements as well as balancing the reducing Council budgets with increasing pupil numbers.

The development of the strategy comes at a time of change following the SEN Green Paper which has resulted in the draft Children and Families Bill. Although the new legislation will not come into force until September 2014, the strategy needs to take account of the proposed changes.

The success of the strategy is contingent on the effective working relationships between the Council and partners in the health economy, further education colleges and the private and voluntary sectors.

### 1.6 Development process:

The development process is being led by the Head of Learning & Achievement, Mary Pattinson. Karen Fletcher-Wright and Elizabeth Murphy are collating the content of the strategy document.

Stakeholders who have been consulted outside Havering Council include:

- Emma Allen (Head teacher of Corbets Tey School)
- Margaret Cameron (Head teacher of Ravensbourne School)
- Geoff Wroe (Head teacher of Dycorts School)
- Karen Street (representing Positive Parents)
- Ruth Blackburn (Havering CCG)
- Debbie Wilkins (Clinical Nurse Commissioner, NHS)

Stakeholders who have been consulted inside Havering Council include:

- Group Director, Children, Adults and Housing
- Head of Learning & Achievement
- Service Manager, Prevention & Intervention
- Manager – Inclusion, Assessment & Support
- Education Provision & Specialist Commissioning Manager
- 14-19 Young People Learning Manager
- Learning Support Service
- Learning Disability Service Manager

Work which has taken place to date:

- 4<sup>th</sup> July 2012: Initial group meeting of internal and external stakeholders held. Led to development of draft principles for the strategy.
- 2<sup>nd</sup> October 2012: Visit to Treetops School, Thurrock (Positive Parents met head teacher Paul Smith)
- 9<sup>th</sup> October 2012: Visit to Trinity School, Dagenham (Positive Parents, Mary Pattinson, Trevor Sim met head teacher Peter McPartland)
- 12<sup>th</sup> October 2012: Follow-up group meeting. Included discussion of revenue and capital funding.
- 23<sup>rd</sup> October 2012: Visit to Quarles Campus, Havering College (Positive Parents, Mary Pattinson, Trevor Cook met Jenny Probert and Sharon Mills)
- 12<sup>th</sup> March 2013: Visit to St John's School (Positive Parents, Mary Pattinson, Trevor Cook met Associate Head Steve Richards)
- 2<sup>nd</sup> May 2013: Strategy meeting held.

Needs, expectations and priorities of the stakeholders:

- (1) To identify any gaps in the existing Post-16 provision for young people with special educational needs; and
- (2) To develop a strategy with medium and long-term objectives for extending what can be provided locally to offer continuing education and key independence skills.

## 2. ANALYSIS

### 2.1 Legal background:

The local authority has a legal duty to secure enough suitable education and training to meet the reasonable needs of young people aged 16-19 and of young people aged 19 but under 25 who have a learning difficulty assessment.<sup>1</sup>

In deciding whether education or training is suitable to meet those reasonable needs, the LEA must in particular have regard to:

- ◆ The ages, abilities and aptitudes of those young people;
- ◆ Any learning difficulties they may have;
- ◆ The quality of the education or training; and
- ◆ The locations and times at which the education or training is provided.

Statements automatically lapse when a young person moves into further or higher education.

s139a assessments (Learning Difficulties Assessment – “LDA”):

- must be conducted for any person with a statement of SEN who is expecting to leave school for their post-16 education (draft LDA should be produced in autumn term of year 11);
- may also be conducted in other situations where it is believed that it would be beneficial to the young person.

### 2.2 Children and Families Bill – proposed changes:

#### EHC 0-25

- Education, Health & Care Plans (“EHC”) running from birth to 25 plan to replace Statements and LDAs;
- Providing statutory protections comparable with those currently associated with a Statement up to 25 years old in further education (intended to help young people into employment and independent living);
- The EHC will focus on outcomes for the CYP and should be reviewed regularly in response to changing needs.

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<sup>1</sup> s15ZA of the Education Act 1996 inserted by the Apprenticeships, Skills and Children and Learning Act

### Local offer

- 'Local offer' to be published by the LA setting out the support that can be reasonably expected by CYP with SEN and their families and how this is accessed. The information would include schools and colleges, other educational or training provision, local health and social care services and travel arrangements.

### Personal budgets

- By 2014, the right to a personal budget (including for educational support) would be introduced for all families with an EHC. This will give families the *option* of a personal budget to enable them to have more control over the services their need for their child and how those services are provided.
- Personal budgets are intended to draw funding streams together in order to ensure a multi-agency package of support.
- Education Act 2011 s75 (inserted provisions into Education Act 1996) set up pilot scheme for direct payments for young people with Statements or LDAs; max 2 year pilot but can be extended for up to 4 years to 2015.
- Special Educational Needs (Direct Payments) (Pilot Scheme) Order 2011 SI2012 No 206 – set out details of pilot scheme; 16 year olds could manage their own DPs; voluntary arrangements; in force from 30 January 2012.

### School choice

- New legal right to seek a place at state Academies and Free Schools (i.e. no longer limited to mainstream and special state-funded schools but still excluding independent schools). The preference expressed must meet the needs of the CYP, be an efficient use of resources and be compatible with the education of other children.

### Joint Commissioning

- Local authorities and health care services will be required to commission services jointly. This will result in more cost-effective SEN provision.
- Multi-agency professionals, together with colleagues in the voluntary and community sector will be able to work together more, giving parents and communities increased influence over local services.

## Making the assessment process more independent

- Introduction of independent mediation to resolve disputes before cases can be taken to tribunal;
- Possible trial of giving children the right to appeal.

### 2.3 Demography and geography:

#### London Borough of Havering

Havering's principal town is Romford but other main communities also exist in Hornchurch, Upminster, Rainham and Harold Hill. The borough is primarily characterised by suburban development with large areas of protected Metropolitan Green Belt land.

Geographically, Havering is significantly larger than its neighbouring London boroughs (43.35 square miles, compared with Barking & Dagenham being 13.93sqm, Redbridge 21.78sqm and Bexley 23.38sqm). Due to the large areas of parkland and protected areas, Havering is much less densely populated than its London neighbours (approx. 5,500 people per square mile, compared with Barking & Dagenham and Redbridge – each with 13,000 people per sqm and Bexley with 10,000 people per sqm). Whilst Havering's population is slightly smaller than Redbridge's (237,500 compared with 281,400)<sup>2</sup>, it is spread over an area twice as large.

These differences do impact the way in which education and other services can be provided, with children and young people potentially having to travel further than their peers elsewhere in London to access suitable schooling within the borough.

#### Transport Links

The special schools which service the Havering population are based in Harold Hill in the north of the borough (Dycorts School and Ravensbourne School) and Upminster towards the south of Havering (Corbets Tey School). Although there are good transport links within the borough (including London Underground, buses and trains), and independent travel is actively encouraged by the Council, there are many young people with special educational needs or disabilities who require supported travel in some form and will continue to do so on leaving school.

All Local Authorities are under a legal obligation to organise suitable and free travel arrangements for children who cannot reasonably be expected to walk to

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<sup>2</sup> Population data estimated 2011

their school due to their special educational needs, disability or mobility problems. However, once young people reach adulthood, the Council's duty is "to support participation in education and training" for young adults aged 19-25 with learning difficulties and disabilities. Although Havering currently provides free travel assistance to many of these young adults, it is not a strict legal requirement.

### Increase in incidence and complexity of SEND

In planning for the future, changes in the number of children with special educational needs and the types of need should be taken into account. Many factors will affect future demand for all SEN provision at all ages, including:

#### Growing Population

With birth rates continuing to rise and with Havering's population estimated to grow by 19.26% from 2010 to 2033 (compared with London 17.81% and England 16.32%)<sup>3</sup>, an increase in the number of children with special educational needs is inevitable. The number of children and young people (0-19) in Havering is expected to rise by almost 25% by 2021.<sup>4</sup> Current projections suggest an overall increase of 7.5% across all categories of learning difficulties and disabilities by 2017.<sup>5</sup>

#### Preterm births

One of the major contributing factors in the rise and complexity of the needs of children in recent years is the increase in survival rates of preterm infants (gestational age of less than 37 weeks), especially those born very preterm (less than 32 weeks) and extremely preterm (less than 28 weeks). Survival rates of preterm babies are particularly high in the United Kingdom, compared with other European countries<sup>6</sup>.

The EPICure studies in 1995 and 2006<sup>7</sup> looked at survival and morbidity rates in babies born extremely preterm at less than 26 weeks and 27 weeks respectively. In 1995, 40% of these infants survived to discharge from hospital. By 2006, due to advancement in medical technology, this percentage had risen to 52%. However, the study also showed that the prevalence of major morbidities in survivors in 2006 was almost identical to the situation in

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<sup>3</sup> Office for National Statistics (2010) *Change in population 2010-2033, ONS population Projections*

<sup>4</sup> London Borough Of Havering (January 2013) *Demographic, Diversity and Socio-economic Profile of Havering's Population*, p6

<sup>5</sup> *ibid.*, p7 (informed by 2011/12 Joint Strategic Needs Assessment data)

<sup>6</sup> Field D, Draper ES, Fenton A, Papiernik E, Zeitlin j, Blondel B, et al (2009) *Rates of very preterm birth in Europe and neonatal mortality rates.*

<sup>7</sup> BMJ (4 December 2012) *Short term outcomes after extreme preterm birth in England: comparison of two birth cohorts in 1995 and 2006 (the EPICure studies)*

1995. Therefore, while an increasing number of children will survive extreme preterm birth free from impairments, the number with long-term health problems will also rise.

A follow-up study of the 1995 cohort showed that at age 6, 80% had some form of disability and 46% had moderate to severe disability. At age 11, these figures fell to 68.5% and 39.7% respectively<sup>8</sup>.

### Increased use of IVF

Multiple pregnancy (i.e. twins or triplets) is more likely to result in premature birth. However, IVF twins are 23% more likely to be born prematurely than naturally-conceived twins. In single pregnancies following IVF, there is about a two-fold increased risk of premature birth<sup>9</sup>. The increasing use of IVF will also impact the number of babies born preterm.

### Complexity of learning difficulties

The Specialist Schools and Academies Trust has identified a distinct “new” group of learners which they define as having complex learning difficulties and disabilities (“CLDD”). Whilst this includes those with co-existing conditions such as autism and ADHD, or PMLD, it also applies to a new and increasing cohort of those who: “have difficulties arising from premature birth; have survived infancy due to advanced medical interventions; have disabilities arising from parental substance or alcohol abuse and/or rare chromosomal disorders”<sup>10</sup>. In addition, many may be affected by “multisensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication”<sup>11</sup>.

Geographical accessibility, adequate provision in terms of meeting increasing demand and the changing nature of the complexity and type of need are factors to be considered in the medium- to long-term strategy for Post-16 provision.

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<sup>8</sup> Specialist Schools and Academies Trust (2011) *Complex Learning Difficulties and Disabilities Research Project*

<sup>9</sup> Royal College of Obstetricians and Gynaecologists (release 6 June 2012)

<sup>10</sup> *ibid.* 8, *Report Overview*

<sup>11</sup> *ibid.*



## 2.4 Data:

### Current Pupil Numbers<sup>12</sup>

Year Group	Corbets Tey	Dycorts	Ravensbourne	Out of borough Special	In borough Mainstream	Out of borough Mainstream	TOTAL
N			5		1		<b>6</b>
<b>NURSERY TOTAL</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>6</b>

R	0	4	3		26	4	<b>37</b>
1	6	6	8	1	24	1	<b>46</b>
2	7	2	2		11	4	<b>26</b>
<b>KEY STAGE 1 TOTAL</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>1</b>	<b>61</b>	<b>9</b>	<b>109</b>

3	4	3	2		8	1	<b>18</b>
4	9	5	5		16	3	<b>38</b>
5	7	4	6	3	14	2	<b>36</b>
6	7	11	3	6	24	3	<b>54</b>
<b>KEY STAGE 2 TOTAL</b>	<b>27</b>	<b>23</b>	<b>16</b>	<b>9</b>	<b>62</b>	<b>9</b>	<b>146</b>

7	11	8	7	3	27	4	<b>60</b>
8	17	7	4	4	46	3	<b>81</b>
9	14	6	4	4	63	5	<b>96</b>
<b>KEY STAGE 3 TOTAL</b>	<b>42</b>	<b>21</b>	<b>15</b>	<b>11</b>	<b>136</b>	<b>12</b>	<b>237</b>

10	11	8	5	8	42	2	<b>76</b>
11	13	6	4	10	37	6	<b>76</b>
<b>KEY STAGE 4 TOTAL</b>	<b>24</b>	<b>14</b>	<b>9</b>	<b>18</b>	<b>79</b>	<b>8</b>	<b>152</b>

<sup>12</sup> Pupil numbers for Corbets Tey, Dycorts and Ravensbourne taken from the School Census January 2013; Pupil numbers for in-borough Mainstream Schools represent the number of children with Statements of SEN in December 2012; Out of borough figures represent the number of children with Statements of SEN in April 2013.

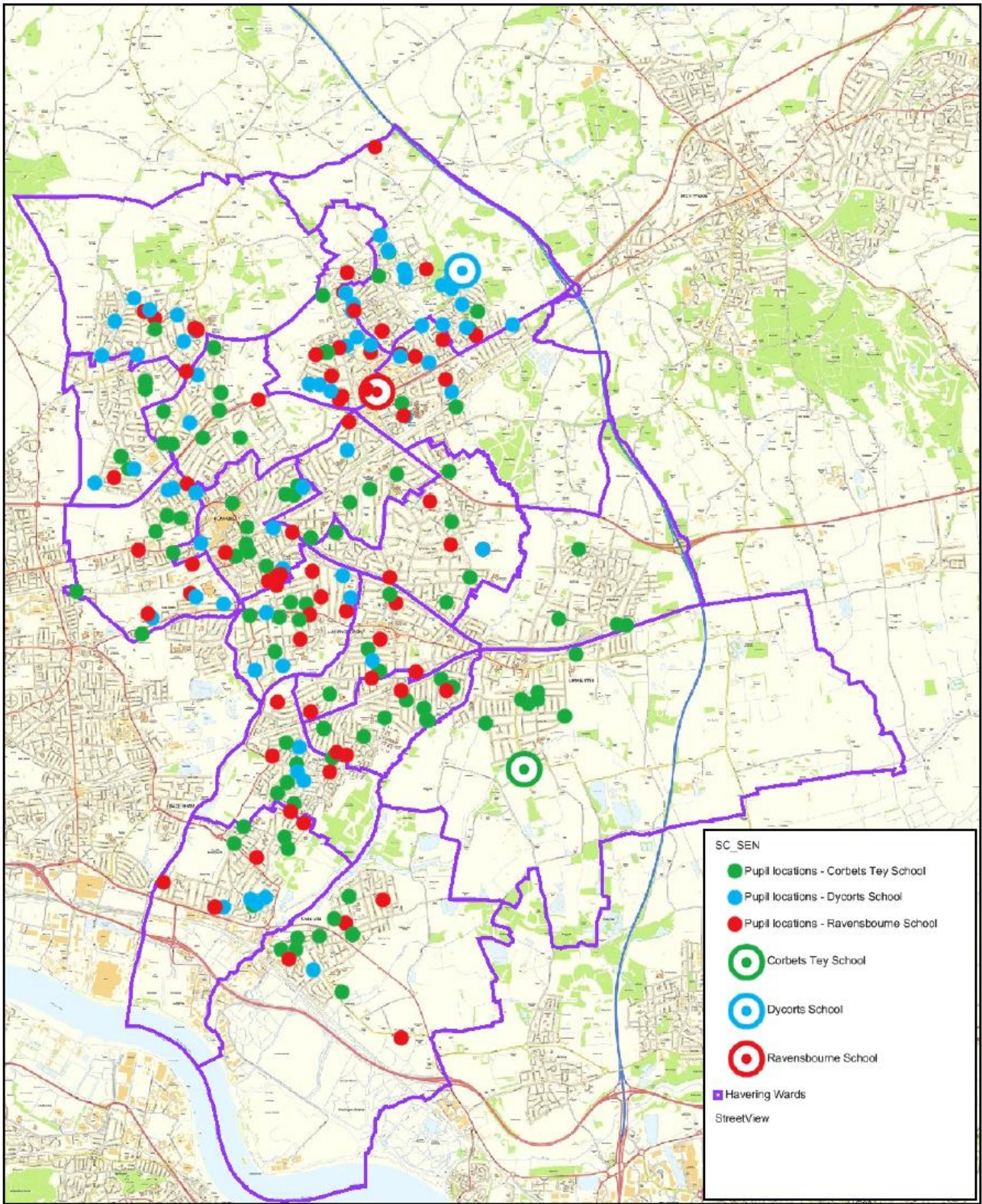
Year Group	Corbets Tey	Dycorts	Ravensbourne	Out of borough Special	In borough Mainstream	Out of borough Mainstream	TOTAL
12			8	7		1	<b>16</b>
13			7	6		2	<b>15</b>
14			6	13			<b>19</b>
<b>POST-16 TOTAL</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>26</b>	<b>0</b>	<b>3</b>	<b>50</b>

<b>TOTAL:</b>	<b>106</b>	<b>70</b>	<b>79</b>	<b>65</b>	<b>339</b>	<b>41</b>	<b>700</b>
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Of the 26 young people currently in years 12 to 14 at out of borough special schools, 13 of these are attending St John's RC School in Woodford Bridge. The other 13 young people are spread between 10 other special schools.

## Student locations

The map on the following page shows the home address locations of all Havering students currently attending the borough's three special schools – Dycorts School, Corbets Tey School and Ravensbourne School.



SC\_SEN

- Pupil locations - Corbets Tey School
- Pupil locations - Dycorts School
- Pupil locations - Ravensbourne School
- ⊙ Corbets Tey School
- ⊙ Dycorts School
- ⊙ Ravensbourne School
- ▬ Havering Wards
- StreetView


**SPECIAL SCHOOL PUPIL LOCATIONS - MARCH 2013**

N  
↑





**Scale: 1:80000**      0 250500750 metres  
**Date: 30 April 2013**


 London Borough of Havering  
 Town Hall, Main Road  
 Romford, RM1 3BD  
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### Historical destinations at age 16 (Havering residents at Havering Special Schools)<sup>13</sup>

The data in the following table shows where pupils have moved on to after leaving Corbets Tey School and Dycorts School at age 16. As the vast majority of Ravensbourne pupils stay on at the school until age 19, the information relating to Ravensbourne leavers shows the destination placements at age 19 rather than at age 16.

Please note that this only relates to pupils leaving the Borough's three special schools. It does not currently include information about 16 to 19 year olds who were already in out of borough provision at age 16 (and who stayed there).

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<sup>13</sup> Pupil destination information for Corbets Tey and Dycorts pupils supplied by Prospects, February 2013; Data for Ravensbourne leavers provided by Ravensbourne School, April 2013.

Destination:	School:	Corbets Tey (2010)	Corbets Tey (2011)	Corbets Tey (2012)	Dycorts (2010)	Dycorts (2011)	Dycorts (2012)	Ravensbourne (2010)	Ravensbourne (2011)	Ravensbourne (2012)	Total for each destination
Barking & Dagenham College		4				1	1				6
Havering College of FE		2	1	2	4	8	3	1			21
Havering College Post-16 Unit Corbets Tey			4	2		1	1				8
Little Heath School (6th Form)						1					1
Ravensbourne (6th Form)				1							1
South East Essex College					1						1
South Essex College							1				1
St John's RC School (6th Form) (non-maintained school)		6	2	1	1	1	1				12
Treetops School (6th Form)		1									1
Moved house - changed school									1		1
Home tutored										1	1
In care to another LA (now out of borough)										1	1
No provision (at home)										1	1
Adult Social Care - day services								5	4	3	12
Deceased										1	1
<b>Total number of leavers:</b>		<b>13</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>69</b>

Predicted future destinations at age 16 for children currently at Key Stages 3 and 4 at Havering Special Schools

All of the children included in the data below currently attend Corbets Tey School. Both Dycorts and Ravensbourne head teachers thought that they might have 1 or 2 children over the five years whose needs may not be met by existing provision but these have not been included in the chart below. The needs of the children at Dycorts School are becoming increasingly complex and so there are likely to be some children currently in the primary age range who would not be able to access Havering College at 16 but it is too early to identify them at this stage. Consultation with the Learning Support Service revealed that there are one or two children per year in mainstream schools who may benefit from any new provision (if it is demonstrated and agreed that this is required and feasible) at 16 before moving on to college later, as well as one or two Looked After Children who are currently out of borough.

<i>Current Year Group</i>	<i>Year due to enter FE</i>	<i>Total Cohort</i>	<i>Havering College prospective learners</i>	<i>Prospective learners for whom Havering College not suitable</i>
11	September 2013	12	5	7
10	September 2014	11	3	8
9	September 2015	13	4	9
8	September 2016	18	7	11
7	September 2017	11	2	9

A small number of young people from Corbets Tey School are catered for in a satellite provision provided by Havering College but based at Corbets Tey. However, as the accommodation at the school is not entirely suitable for the needs of this group, they have been included in the numbers for whom (in the opinion of the head teacher) Havering College would not be a suitable option at age 16.

However, it can be seen from this table that over any three-year period (i.e. age 16-19), suitable provision would need to be found for between 25 and 30 students. This number includes the young people from Corbets Tey and the others identified above.

## Funding / Placement Cost

### Independent Specialist Providers

The table below details the approximate costs per annum for Independent Specialist Providers (“ISP”s) attended by Havering Post-16 learners over the past three years. Average costs have been given rather than the actual cost for each ISP due to the small numbers attending each ISP (the costs for individual learners should not be identifiable). This information is given to put into context the level of funding required for different types of provision, as detailed in the remainder of this section.

It is very difficult to predict with any accuracy the future number of learners who, due to their particular needs, would attend ISPs.

<i>Academic year</i>	<i>No. of Post-16 learners*</i>	<i>Total placement cost per annum</i>	<i>Average cost per annum</i>
2010 – 2011	6	£230,929	£38,488
2011 – 2012	10	£606,556	£60,656
2012 – 2013	9	£598,948	£66,550

\*includes those in residential and day ISPs

The ISPs attended by Havering learners during the current academic year are detailed below:

<i>ISP Name</i>	<i>Location</i>
The David Lewis Centre	Cheshire
RNIB College	Loughborough
Treloar College	Hampshire
Langdon College	Manchester
St Elizabeth’s College	Hertfordshire
The Royal National College for the Blind	Hereford
National Star College	Cheltenham
Westgate College	Margate
Derwen College	Shropshire

### Placements prior to ISP

Students currently attending ISPs previously went to a variety of different educational establishments:



<i>Name/type of provision</i>	<i>Particular specialism</i>	<i>Number of students</i>
Mainstream School or College		3
St John's RC School		2
Trinity School		1
St Elizabeth's School	Epilepsy	1
Dorton House School	Visual Impairment	1
Joseph Clarke School	Visual Impairment	1
Royal School for the Deaf	Hearing Impairment	1

### Average Placement Costs for other Schools and Colleges

Please note that the placement costs detailed in the following table are current estimates of the average cost per student for 2013-14. Actual costs will vary year on year, particularly due to the needs of the individual students. Where no figures were readily available for 2013-14, the estimate has been based on the placement cost in previous years.

<i>Name of provision</i>	<i>Estimated placement cost for 2013-14</i>
Havering College	£10,977*
Barking & Dagenham College	£10,977*
St John's School (sixth form) ( <i>non-maintained</i> )	£24,276
Treetops (sixth form)	£20,081
Little Heath School (sixth form)	£16,231
Ravensbourne School (sixth form)	£23,566
Doucecroft School (sixth form) ( <i>independent</i> )	£73,904

\*excluding any high needs top up funding which may be required following individual assessment. For college placements, this is estimated to be approximately £2,000-£3,000.

## 3. COST OF NEW PROVISION

### 3.1 Capital

These costs are calculated using the DfEs recommended space allocation for children with special education needs. The guidance is based on the notion that young people will spend about 50% of their time based at the school and for the rest of the time their learning will take place in the community, independent living or college facilities. This is in line with the provision that the SEND Post 16 strategy group agreed would be best suit the young people.

Each of the following ranges of SEN provides tutor bases and common room facilities and assumes some pupils will use the special school's specialist spaces

or vocational facilities at a local FE college or work-based training facilities. If students stay on site for vocational courses additional spaces plus storage for course work will be needed that range from 50-90m<sup>2</sup> plus storage for course work.

Range	A			B			D*		
Post-16 student places:	24			40			24		
	Area m <sup>2</sup>	No Rms	Total area	Area m <sup>2</sup>	No Rms	Total area	Area m <sup>2</sup>	No Rms	Total area
Teaching base	52	3	156	60	5	300	65	3	195
Common room	40	1	40	70	1	70	50	1	50
Dining rm	20	1	20	30	1	30	25	1	25
Small group rms	15	1	15	15	3	45	15	2	30
Staff rm	10	1	10	15	1	15	10	1	10
Staff preparation rm	8	1	8	12	1	12	8	1	8
Mobility equipment bays	-	-	-	5	5	25	10	3	30
Teaching resource storage	4	3	12	4	5	20	4	3	12
Common rm store	4	1	4	4	1	4	4	1	4
<u>Total net area</u>			<u>265</u>			<u>521</u>			<u>364</u>
<b><u>Estimated costs</u></b> <b><u>Based on £2,000 pm2</u></b>	<b><u>£530,000</u></b>			<b><u>£1,042,000</u></b>			<b><u>£728,000</u></b>		

A – Pupils with behaviour, emotional & social difficulties as main SEN; students mainly ambulant, very active, rarely physical difficulties.

B – Pupils with wide range of needs: M/SLD, speech, language, communication and ASD; no students with profound and multiple learning difficulties.

D - Pupils with wide range of needs: M/SLD, speech, language, communication and ASD 50%+ have profound and multiple learning difficulties; 50%+ have significant physical difficulties.

\* Facilities with less than 50% students with profound and multiple learning or significant difficulties (range C) would have similar schedules to range D but marginally less overall area.

It should be noted that the cohort of young people identified as requiring additional Post-16 SEND provision are in Range B above.

### 3.2 Place Funding

From September 2013, all Post-16 placements will be funded differently and split into three separate elements:

- Element 1: Core education funding  
This is calculated per student using the national 16-19 funding formula. For college placements such as Havering College, this will be approximately £4,000 per student.
- Element 2: Additional support funding  
A contribution of £6,000 is made for additional support required by each student with high needs.

Elements 1 and 2 are place-led and cover the basic placement costs at any setting. This funding will be provided by the maintaining authority (for maintained schools) and the Educational Funding Agency (“EFA”) (for all non-maintained settings).

- Element 3: Top-up funding

If necessary, top-up funding is negotiated and agreed with the Council to meet the particular assessed needs of each student placed in that setting. The amount of this will depend on the individual but is in most cases approximately £2,000 - £3,000. This ‘high needs’ top-up funding will be provided directly to the setting from the commissioning local authority.

### 3.3 Revenue

It is very difficult to anticipate the precise cost of such provision however the current pilot project for young people based at Corbets Tey but delivered by Havering College cost £19k in the first year when the provision was not full and £14k per pupil in the second. The young people in the new provision would have higher levels of need but the cost should not exceed £20k per pupil per annum.

## 4. KEY PRINCIPLES

### Positive outcomes for the young person

The purpose is to secure the best outcomes for young people with LDD, with the primary focus on supporting them and their parent/carer in developing key independence skills as they move to adulthood.

Practical examples include progressing to sustainable employment and/or independent living through work experience opportunities, travel training, and other life skills such as cooking, DIY, horticulture.

### Providing value for money

The strategy aims to improve outcomes for young people and is not about saving money. However, in endeavouring to meet the assessed needs of a young person, consideration must be given to whether a proposed placement is compatible with funding arrangements and the most efficient use of resources.

### Equity of provision

All young people with similar needs should have an equitable access to resources.

### Meeting individual needs

Successfully meeting individual needs will remain the priority. The young person must have the opportunity to voice his or her views and aspirations during the process of determining the appropriate future provision.

Where possible, a choice of provision will be offered. The aim is to provide a safe environment which, while being structured, is flexible enough to support the young person's particular needs.

### Promotion of strong partnerships

Liaison between professionals in Health, Social Care and Education is essential to ensuring that young people have clear, supported pathways. The strategy will seek to build on existing multi-agency participation.

### Effective communication and transition between providers

Knowledge that the current school has of a young person should be drawn upon to assist with a smooth transition to any new provision, and it is their responsibility to prepare the young person for the next stage of their life journey.

### Localisation

Use of existing local provision will be maximised wherever appropriate, as it is generally accepted that the best support for young people is within their local community.

## 5. FUTURE DIRECTION

5.1 The data in this document shows a need for the Council to develop provision for a small number of young people with high levels of special educational need thus creating a continuum of provision within the borough which will reduce the need for out of borough placements and allow young people to remain in their home environment. Any development would also reduce costs to adult services by ensuring that young people maximise their potential for independence and do not require very costly residential provision in the future.

The continuum would include at post 16:

- Ravensbourne School for students with high levels of physical and medical needs
- Possible new provision for highly vulnerable students with severe learning and communication difficulties

- Havering College provision for students with moderate to severe learning difficulties

At 19, the continuum would include:

- Havering College
- Adult Social Care provision
- Adult education
- Leisure activities
- ISPs for students with the highest level of need

In the event that a new provision is created, more young people would remain in-borough until age 19 therefore reducing the likelihood of requiring access to an ISP.

## 5.2 Characteristics of new post 16 provision

After consultation with parents and professionals at the Post-16 SEND Strategy group, the following characteristics were identified as important for any new provision.

### Location

- Within Havering and
- Close to shops and transport networks.

### Facilities and resources

- Outside space for relaxation but also for outdoor learning, for example horticulture
- Fully accessible with appropriate personal care facilities
- Home environment to learn skills for independent living
- Space for practical activities

### Environment

- A small, safe place which is not too busy and noisy
- A safe and secure site
- Strong safeguarding and care procedures

### Curriculum

- Individual and personalised to the young person's ability and needs
- A clear focus on realistic and achievable outcomes
- Opportunities for experiencing work and real life activities
- Communication programmes focused on future needs
- Independent living skills

## Staff

- Staff to student ratio proportionate to needs of learners
- Staff skilled and experienced in specialist approaches for communication and behaviour management
- Staff with a 'can do' attitude who are ambitious for learners with high levels of need

## Multi agency

- Continued therapy services, if appropriate
- Involvement with health providers to ensure service is available at 19, where appropriate
- Interaction with adult social care to enable successful transition to adult services
- Interaction with Havering College to facilitate progression, if appropriate

### 5.3 Transition at 19

It is important that provision from 16-19 refers to the work of “Valuing People”<sup>14</sup> and “Pathways to Getting a Life”<sup>15</sup>, which concentrates on four key areas to assist young people to achieve as independent a life as possible. These are:

- Paid employment;
- Housing;
- Health; and
- Developing friends and relationships within the community.

These pathways address the barriers faced by many young people and set out what needs to change to improve outcomes for a group of vulnerable young people from continuing to be excluded. It is essential that transition planning starts early and is in keeping with all of the principles of “Valuing People”.

Adult Social Care, in conjunction with local health services, have a range of provision at 19 including day service activities that young people are supported to access, including leisure or work related opportunities, education classes, college or purposeful occupation. Some day services are located within specialist centres, for example The Avelon Centre and The Willows and others are community-based activity programmes designed for each individual depending on their interest.

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<sup>14</sup> Department of Health White Paper (2001) *Valuing People: A New Strategy for Learning Disability for the 21<sup>st</sup> Century*

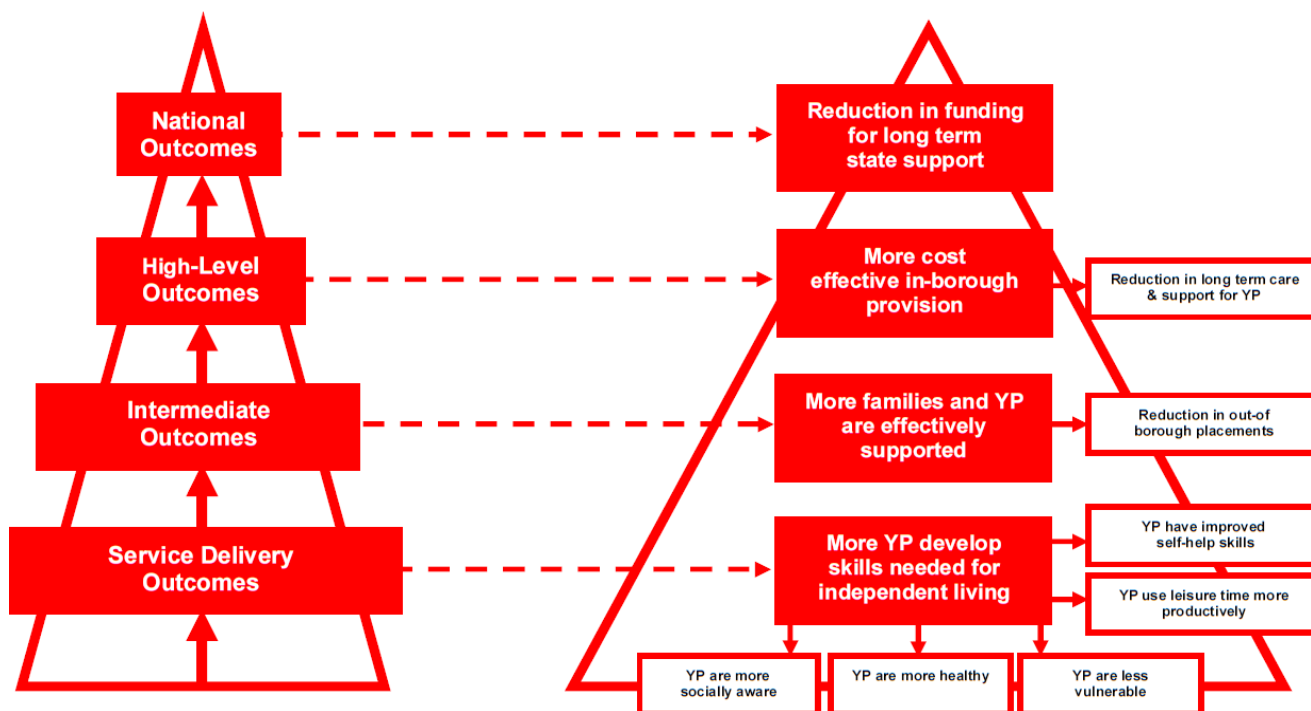
<sup>15</sup> Department of Health & National Development Team for Inclusion (2011) *Pathways to Getting a Life: transition planning for full lives*

Alternatively, it may be appropriate at 19 for young people to transfer to Havering College and pursue an entry level qualification developing life skills and independence, along with English, maths and ICT. Sessions could include cooking, creativity, horticulture, healthy living, travel experience, home craft, music and enterprise.

Transition at 19 will depend on each individual learner’s ability, needs and interests but it is critical that their future is in Havering, where they can continue friendships and family relationships. This will not only provide a better life for the young people but will enable Havering to develop its own services rather than spending its funds on independent residential provision.

### Outcomes

The diagram below illustrates the variety of outcomes, both for young people and in terms of cost-effectiveness, which could be achieved by creating a local Post-16 provision.



### Savings that could be made if new provision were available in Havering

If children and young people’s needs cannot be met within the borough parents will then apply for them to attend out of borough provision. The cost of these placements varies considerably and indeed costs for each child vary as most provision has individual charges based on the needs of the students.

If a young person were to attend an Independent Specialist College the average cost for this provision is currently £66k per annum. School provision, which would meet these young people’s needs ranges from Tree Tops School at £20k to Doucecroft School at £73k. This would make the average cost of

an out of borough placement approximately £46k representing a saving of £26k per pupil per annum or about £876k per annum once the provision is at full capacity.

These figures are subject to change dependent upon the eventual curriculum and needs of the young people but show that as well as providing for the young people within their home borough there are substantial savings to be made.

The Post 16 strategy contains the principles and proposed curriculum model which is based on developing the level of independence of the young people so that they are less reliant on adult services in the future. Any new provision will be developed in tandem with adult services so that appropriate independent living accommodation can be commissioned to suit the young people and help them to remain in Havering receiving a good service whilst incurring minimum costs.

## 6. NEXT STEPS

Officers will carry out research into the costs of a small modular build that could cater for about 25 young people. A working party will be created to take the work forward and both parents and young people will be consulted during the development phase. In order to ascertain the views of children and young people a questionnaire using pictorial language is being prepared. Children of school age will be asked about their wishes for the future when they leave school and young people at college will be asked about their current provision and what else they might have wanted to do given the opportunity. It is anticipated that the questionnaires will be used during the summer play schemes where helpers will be able to ensure that children and young people understand what is being asked of them. In the interim, it will be important to ensure that as many young people as possible are able remain in the borough and with that in mind, an interim solution will be explored for leavers in 2014.

## 7. IMPLEMENTATION

A working party will be created in autumn 2013 with a view to implementing the agreed plan for ensuring sufficient high quality provision is available.



## GLOSSARY

ADHD	Attention Deficit Hyperactivity Disorder
CLDD	Complex Learning Difficulties and Disabilities
CYP	Children and Young People / Child or Young Person
DP	Direct Payments
FE	Further Education
ISP	Independent Specialist Provider
IVF	In-Vitro Fertilisation
LA	Local Authority
LDA	Learning Difficulties Assessment
LDD	Learning Difficulties and Disabilities
LEA	Local Education Authority
PMLD	Profound and Multiple Learning Difficulties
SEN	Special Educational Need
SEND	Special Educational Need and Disability
SLD	Severe Learning Difficulties