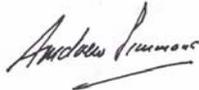


Services for Children and Young People

Learning Difficulties and Disabilities Team

**TITLE: Services for Young People's Preparing for
Adulthood Strategy for Young People with High Needs
(14-25)**

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Hertfordshire Local Authority's Strategy for Preparing for Adulthood

1. Vision

The vision for the Preparing for Adulthood strategy is to ensure that young people (aged 14-25) with high needs achieve the best possible learning outcomes and progression into adult life. They will be supported to do this through local provision which has been planned and developed according to local need and young people's aspirations.

As a SEND Pathfinder, Hertfordshire County Council has articulated this vision for all children and young people with special educational needs and disabilities (SEND) under five key themes:

- Better life chances for children and young people with SEND
- Increased parental confidence in the support and provision available
- Increased independence, choice of services/provision and control for families
- Improved transition to adulthood
- Better use of resources (human and physical)

2. Background

Since April 2008, local authorities (LAs) have had a duty to:

- Arrange a learning difficulty assessment (LDA) for young people with a statement of special educational needs (SEN) in their last year of compulsory schooling when they intend to enter post-16 education or training.
- LAs may also assess young people with a learning difficulty over the age of 16 but under 25 who are already in, or wish to enter, post-16 education or training.

Since legislation in April 2010, LAs have had a duty to provide education and training for the groups of young people described above.

In 2012 the Department for Education (DfE) published funding reforms to provision for students with high needs from birth to age 25. Implemented from September 2013, the new arrangements place a duty on local authorities to commission and plan provision for individual and groups of high needs students.

The raising of the participation age for young people in education and training came into effect in September 2013 (up to the age of 17), and will extend up to the age of 18 (by September 2015).

3. Strategic planning and review

LAs will be responsible for strategic planning of provision in consultation with education and training providers including schools and FE colleges, and the Education Funding Agency (EFA).

This 14-25 strategy will operate in the context of a number of related national and local strategies:

- Provision of information, advice and guidance (IAG)
- Raising the participation age (RPA)
- Reducing numbers of young people not in education, employment or training (NEET)
- Hertfordshire's 'Developing specialist provision locally' (DSPL) project

The Learning Difficulties and Disabilities (LDD) Team within the LA's Services for Children and Young People division will lead on the development of the strategy, supported by colleagues in the SEN and 14-19 teams.

A multi-agency group with representation from parents' groups, as well as education, health and social care services, will be established to monitor and review the impact of the strategy. This new group will replace the existing Hertfordshire Multi-agency Transition Strategic Group.

4. Preparing for Adulthood (PfA) strategic objectives

The strategy identifies a number of objectives which have been organised under four key themes. Although the separate objectives have been placed under one of the themes, there are links between them within and across the four themes.

- *Theme 1 Strategy and planning*
- *Theme 2 Quality of provision*
- *Theme 3 Working with partners*
- *Theme 4 Resources and sustainability*

More detail about the actions and activities to meet those objectives is given in a separate workplan.

Theme 1 Strategy and planning

1. Ensure the new funding arrangements for post-16 high needs students are communicated to and understood by schools, further education colleges, independent specialist providers, young people and parents/carers.

2. Monitor and review post-16 high needs funding for further education colleges and independent specialist providers in order to achieve best value for money and outcomes for young people.
3. Identify future high needs students (aged 14-25) through robust post-16 planning, and use this information to commission a range of provision in order to achieve the best outcomes for them.
4. Align the PfA strategic objectives for post-16 students with those of other SEND policymakers in Children's and Adult Services (e.g. the single education health and care plan, joint commissioning, the local offer and personal budgets).

Theme 2 Quality of provision

1. Continue to develop and improve the quality of local post-16 learning pathways to meet the aspirations and requirements of high needs learners. To achieve this, work in partnership with:
 - Children's and Adults' Services
 - schools and colleges
 - the voluntary sector
 - employers
 - young people
 - parents/carers
2. Ensure that all learning pathways, including work-based learning, have equal status and that there is a choice of destinations for high needs learners
3. Identify unmet needs and improve the local offer for students in collaboration with schools and colleges
4. Ensure learning pathways are outcome-focussed, such as leading to independent living and employment for a young person
5. Offer personalised programmes of study tailored to the needs and aspirations of individual students
6. Underpin programmes with robust impartial information, advice and guidance offered by Youth Connexions in order to increase progression and retention
7. Explore commissioning opportunities with 'third sector' providers (e.g. community-based alternative providers) to offer greater diversity of provision
8. Develop and test supported employment models across schools and colleges by using workforce development activities, such as

training in systematic instruction, and by appointing supported employment advisers

Theme 3 Working with partners

1. Maximise collaborative working, such as through a series of action research projects identified and undertaken by local FE colleges, special schools and alternative providers in partnership.
2. Implement the Preparing for Adulthood (PfA) framework (14-25) as the single transition plan for Hertfordshire in close partnership with schools and colleges, the HCS transition team and Services for Children and Young People.
3. Promote local choice and become less reliant on independent specialist provision, particularly out of county. This will be achieved through thorough transition planning and case management, both at operational and strategic level, across Children's and Adult Services, health services, schools and colleges.
4. Link planning to the needs of the employment and housing sectors, to improve outcomes into adulthood.
5. Work more closely with community and voluntary sector organisations that provide linked services, to ensure co-ordinated planning for high needs learners.
6. Reduce the distance that students with more complex and profound learning needs have to travel across Hertfordshire by encouraging the development of specialist provision in the local community.
7. Seek feedback from young people, parents/carers and other stakeholders, and use it to develop the service and provision.
8. Improve partnership working between schools and colleges at local level through local planning meetings, workshops and projects.
9. Market the new 14-25 arrangements to make the local offer accessible and inform stakeholders of the options available.
10. Create an evaluation framework to measure the impact of this strategy.

Theme 4 Resources and sustainability

1. Develop a joint understanding between Services for Young People (SfYP), schools and FE colleges of the new national funding reforms for post-16 students with high needs through their implementation in Hertfordshire.
2. Review joint funding protocols between Services for Young People (SfYP) and Health and Community Services (HCS), including links to Personalised Budgets. This will promote consistent information, choice and control for families, thereby helping to achieve better outcomes for the young person and more efficient use of resources.
3. Ensure we communicate consistently and collectively to stakeholders to manage their expectations of the range of provision and services available, and how they are accessed.
4. Commission provision based on levels of quality, retention, achievement and progression, supporting those providers who deliver best outcomes for students with high needs.

5. Overall intended outcomes for the strategy

1. Young people with high needs have a chance to progress and achieve positive outcomes into adult life, such as employment and independent living.
2. There is a close match between supply of and demand for learning provision after the age of 16.
3. Young people with high needs are able to access a broader range of learning opportunities and transition pathways (14-25) through planned and developed local provision.
4. Resources and budgets are maximised to achieve the right outcomes for young people with high needs and provide value for money.
5. Young people with high needs make informed decisions by accessing robust impartial information, advice and guidance (14-25).