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Report of: Executive Director of People Services Portfolio
Report to: *Lead Cabinet Member for Children and Families*
Date of Decision: *Proposed 19th June 2019*
Subject: Recommissioning of Daytime Short Break activities
for Disabled Children and Young People

Is this a Key Decision? If Yes, reason Key Decision:-	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
- Expenditure and/or savings over £500,000		<input checked="" type="checkbox"/>		
- Affects 2 or more Wards		<input checked="" type="checkbox"/>		
Which Cabinet Member Portfolio does this relate to? Children, Young People and Families				
Which Scrutiny and Policy Development Committee does this relate to? Children, Young People and Family Support				
Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given?				
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Purpose of Report:

The report recommends that the Council recommissions, from a range of charities, voluntary groups and independent sector providers, a programme of day-time Short Break Services and Activities for Disabled Children and Young People in Sheffield. These services provide important leisure and development activities for disabled children and provide a break from caring for parents and carers, and form part of the statutory local offer to children and families.

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Recommendations:**The Cabinet Member for Children and Families is recommended to:**

1. Approve a retender of the Short Break day-time Opportunities for Disabled Children and Young People.
2. Approve the procurement strategy for the retender namely that the contracts will be for a maximum of 4 years from 1st October 2019, with a break clause after 12, 24 and 36 months. Total value over 4 years is: £2,100,000. The break clause would trigger in the event of the budgetary funding being reduced, funding no longer available or a change in strategy, or poor provider performance.
3. Delegate authority to the Director of Commissioning, Inclusion and Learning, in consultation with the Director of Finance and Commercial Services or nominated representatives to run the procurement process and award contracts for the retendered services as outlined in this report.
4. Approve the continuation of service delivery arrangements with existing suppliers under the terms and conditions which applied in their contracts which expired on 31st March 2019, from 1st April 2019 until such date that contracts procured for successor service delivery arrangements commence, and delegate authority to the Director of Commissioning, Inclusion and Learning to take any actions necessary to facilitate this continuation.

Background Papers:

- None

Lead Officer to complete:-		
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.	Finance: Chris Ashforth
		Commercial: Gerard Higgins
		Legal: Sarah Bennett/Portia Watkins
		Equalities: Bashir Khan
<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>		
2	EMT member who approved submission:	Jayne Ludlam/ John Doyle

3	Cabinet Member consulted:	Jackie Drayton
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Decision Maker by the EMT member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.	
Lead Officer Name: Lorraine Hall		Job Title: Commissioning Manger
Date: 6th June 2019		

1. INTRODUCTION

1.1 Short break services offer parents and carers of disabled children - a break from their caring role, and are an essential preventative approach to reduce family breakdown, prevent families requiring more intensive support, or even a child becoming looked after.

1.2 Local authorities have a duty to provide, as far as is reasonably practicable, a range of short break services sufficient to meet the needs of carers to care, or care more effectively including:

- Day care in the child's own home and elsewhere
- Overnight care in the child's own home and elsewhere
- Educational or leisure activities for children outside their own home
- Services in the evenings, at weekends and during school holidays

1.3 It is important to have a range of short break services to meet the different needs and situations. The council currently provides a range of Short Break services through a number of delivery models. Day Time Activities are not delivered directly by the council but are commissioned through a range of community organisations and charities across the city which ensures a range of different opportunities are available for children and their families. The current contracts for this provision expired on the 31st March 2019, and legally have to be retendered formally.

2 PROPOSAL

To conduct a formal tender competition to appoint providers of Short Break Day-Time Opportunities for Parents and Carers of Disabled Children and Young People in Sheffield.

2.1 To establish a Framework Agreement for four years with a break in clause after 12, 24 and 36 months.

2.2 Current provision contracts expired on 31st March 2019 and legally require a retender.

3 CURRENT POSITION – SHEFFIELD SHORT BREAK MODEL

3.1 The Council delivers and commissions a range of Short Breaks services and support to the families of disabled children. These range from a Short Break Grant which can be used for holidays or leisure activities, through to overnight residential respite provision through our residential homes.

3.2 Daytime Short Break Activities are one group of services that fit into the overall model of Short Break provision. These are specialist activities and clubs which are not open to the general public, but are solely for disabled children, i.e. those whose needs are more complex and who could not attend a leisure setting open

to any child like a local sport club or Scouts, due to the complexity of their needs. They help support families, provide enrichment opportunities for children and young people to learn new things and meet new friends, and prevent the need for more expensive services like overnight respite.

4 CURRENT POSITON - CONTRACTS for RETENDER

4.1 **There are currently 11 providers of specialist daytime activity short breaks (10 small local providers and 1 national charity) who are commissioned to deliver group based activities.**

4.2 Running on Saturdays, school holidays or as youth club/after school/evening type activities, these activities are delivered in such a way as to engage children with a range of complex disabilities, emotional health and challenging behavioural needs. The cost varies for each provider which reflects different number of hours of delivery and different levels of need and staff to child ratios of the different children attending.

4.3

Provider	Activities	No of Children Registered
ACCT	Acctivate: ages 3 to 12 years. Children under 8 – parents attend. Youth Group: ages 12/13 to 17 years. Meets fortnightly youth club; trips & outings during school holidays	Acctivate: 190 Youth Club:162
Amy's House	Ages 5 to 17 years A variety of craft activities, therapeutic play, sensory room and an interactive 'magic carpet' for individualised outcomes specific to each child.	Saturdays: 13 School Hols: 35
Burton Street React Youth	Ages 8 to 17 years. Art, craft, music, rebound therapy, sport, cooking, baking, sensory stimulation, themed play, games, thera-play, drama-therapy and exposure to different cultures through trips.	Saturdays: 26 School Hols: 40
MASKK	Ages 5 to 17 years Craft, sports, computer, board games, baking, trips and going to the park, sensory activities walks, music.	Saturdays: 29 School Hols: 43
Sheffield MENCAP Gateway	Ages 8 to 17 years Sensory activities: messy play, sensory room, imaginative play, tactile equipment like bubbles, play dough and textured tiles. Sports and games, craft, cook and eat their own dinners.	Saturdays: 13 School Hols: 17 Only run 2 hours
Reach Out Childcare	Ages 5 to 11 years Crafts, role play, imaginative play, baking, board games, books, jigsaws, construction, messy play, music, outdoor play and equipment, science and investigation games, calm and cosy corner, gardening activities. Trips out and visits to Sensory rooms.	Saturdays: 10

Steve Harrison Snooker Club	Ages: 8 to 17 years Children learn how to play snooker through the accredited UK snooker awards programme earning ASDAN qualifications. Credits towards maths, behaviour and communication focus.	Saturdays: 15 School Hols: 11
Batemoor and Jordanthorpe Community As.	Ages: 5 to 15 years. Art, craft, ICT, group games and play.	Saturdays: 10
Talbot School	Ages: 11 to 17 years Sport, ball games and team games, art and craft, baking and food preparation, computer activities, multi-sensory activities including use of the sensory room and sensory garden.	School Hols: 24
Woodthorpe Development Trust	Delivery of Short Breaks for Disabled Children Ages: 8 to 17 years	Saturdays: 11 School Hols: 24
Ray of Hope	Ages 2 and up: Parent led year round outings for disabled Children and parents at local attractions and leisure facilities.	Saturdays and School Hols: 106
Burton Street, IBK Initiatives, SASS Project 6	1 to 1 engagement/befriending support for children and young people who - due to high levels of anxiety and very complex needs - are disengaged with services, including short breaks, education, learning, preventative services. These meet high level needs with those at significantly high levels of risk, with the aim, over time, to enable the children and young people to re-integrate into group based or universal activities.	

4.4 **2018/19 total expenditure on these activities was £525,000.** (See 9.2 for Financial Implications)

5 **DEMOGRAPHICS and NEEDS:**

5.1 621 individual children attended these activities during 2018/19.

5.2 The wide range of needs and difficulties, which are often accumulative, include:

- Challenging behaviour; at risk to self and others; demand avoidant children; running away; disengage with other services/education
- Significant communication needs; non-verbal; high sensory needs; hearing impairments
- Physical disabilities; mobility difficulties; children that require hoisting; feeding; personal care needs; medication; epilepsy; visual impairments
- Emotional wellbeing; socially isolated; poor social communication; high levels of anxiety; self-harming; para - suicide
- Safety: at risk of neglect, sexual or criminal exploitation.

- 5.3 Key primary needs of the 621 children and young people who attended activities in 2018/19, were Autistic Spectrum Disorders (34.5%), Severe Learning Difficulties (12.7%), Social, Emotional and Mental Health (11.3%) and Speech, Language and Communication Difficulties (11.1%).
- 5.4 77.6% of the children using the provision were aged between 5 and 15, with smaller numbers of young people aged 16+ and children under 4 year olds.
- 5.5 74.4% of children were recorded as White British, 20.2% were recorded as from BME communities, whilst 5.4% were unrecorded or unknown. Of the children from BME communities, Pakistani children were the highest recorded group, followed by White and Black Caribbean children. No children from the Chinese, Roma, White Gypsy Roma, or White Irish communities were recorded as accessing these provisions in 2018/19; however, these groups may be accessing other short break services such as a short break grant, or Direct Payment.
- 5.6 The wards with a higher number of individual children attending (30 or more) were Beauchief and Greenhill (45), Gleadless Valley (37), Burngreave (36), Hillsborough (34), Firth Park (31), and Graves Park (31).

The wards with the lower numbers of individual children attending (15 or less) were: Darnall (15), Mossborough (14), West Ecclesfield (14), Beighton (12), Birley (12), Fulwood (10), East Ecclesfield (8), Park and Arbourthorne (8), and City (2).

5.7 Gaps, Challenges and areas for development:

Analysis and consultation highlight 3 particular challenges in our current commissions:

- a) Feedback from providers and service indicates that we have an increasing number of children requiring 1:1 staff/child ratio. This uses staff capacity and reduces the number of children able to attend a club, thus reducing our short break capacity within commissioned clubs.
- b) There is a waiting list for our day-time opportunities.
- c) We need more age and activity appropriate provision for young people aged 14 and over, who no longer wish to attend a group building based club activity, but have other interests.

Parents and carers have told us they would like activities that support their children to try new things, and push their experiences but in a safe environment 'safe risk taking'.

- 5.8 The re-tender will have a significant and greater focus on commissioning for outcomes to improve children and young people's life opportunities (See 6.0 – 6.7 How does This Decision Contribute).

5.9 We also aim to improve links between EHCP's and short break activities.

5.10 Whilst we have fewer clubs based in the north of the city, clubs that have offered services in the north found it difficult to attract attendees. Universal provision in the outlying areas can be more effective.

6 HOW DOES THIS DECISION CONTRIBUTE

6.1 These kinds of day-time opportunities do not simply give a break from caring for parents and carers, but provide significant added value, benefit and outcomes for the development of the disabled young person themselves:

6.2 For example:

Provider A: provides a short break service which

- provides GCSE credits as activity based learning (includes literacy, numeracy and physical/mental fitness physical)
- has worked to develop independent travel skills for the children attending, whereby they now travel to the club independently by public transport
- has reduced isolation for young people otherwise disengaged in services
- has improved children's behaviour and guided parents and schools on improving individual children's behaviour
- has supported and enabled individuals into higher education, employment, volunteering, and establishing/leading adult social events
- has supported and engaged young people at high risk to themselves, for example a young person with suicidal attempts

A further example:

6.3 **Provider B: 1 to 1 Befriending Short Break Activity**

A young person had complex needs including ASD, ADHD, Tourette's, mental health issues and difficulty understanding appropriate sexual behaviour. His college placement had broken down, there were difficulties at home, and he had very limited social skills or online safety awareness.

6.4 Outcomes:

- The befriender supported him to attend a gym, 1 hour every weekday. These, along with the guidance of the befriender have greatly improved his social interaction and social skills
- He has re-engaged with training in Maths and English and gained confidence and social skills to join a vocational learning opportunities
- With initial support and a subsequent exit strategy, he has gained more confidence to attend learning and leisure settings alone
- This has reduced his isolation and improved his social skills and

awareness

- He has developed travel skills around the city, and overall life skills

6.5 COMMISSIONING FOR OUTCOMES

In line with the above, in addition to providing a short break, the tender process will commission for day-time opportunities which will help improve short, medium and long terms outcomes and life opportunities for disabled children.

6.6 Research has shown us that children with Special Educational Needs and Disability (SEND) or a Learning Disability, ADHD, Autism, etc are at higher risk of poorer outcomes than their non-disabled peers.

6.7 As such we will commission provision with measures in place to improve outcomes including:

- Reducing isolation
- Improving emotional wellbeing
- Promoting self-value and worth
- Reducing challenging behaviour
- Developing coping strategies in difficult situations
- Improving social interaction and social engagement
- Keeping children safe
- Supporting decision making and judgement skills
- Promoting and developing interests and aspirations
- Removing barriers to taking part
- Developing independent travel
- Support transitions to independence, learning and employment

6.8 DELIVERING EFFICIENCIES

Over the last four years several contracted providers have worked closely with us as a council, taking steps to reduce their delivery costs, including:

- Condensing delivery from 4 to 3 days a week during summer holidays to reduce overhead costs
- Searching for, and changing delivery venue to cheaper premises
- Drawing on volunteer support
- Fundraising to meet increasing cost pressures

6.9 In 2019/20 and through the tender process we will introduce the following measures:

- Introduce the £7 parental contribution per session agreed in the lead member decision in July 2018 after consultation on changes to eligibility and income thresholds for short break activities.
- Where 2 providers run a short break which is self-referral and open access (not accessed via referral to SNIPS) we will ensure consistency that children will only access one short break provider

- Where providers currently support young people whose age has drifted to 18 and beyond, we will ensure 17 inclusive is the maximum age (consistent with the lead member decision in July 2018 for changes to the short break grant delivery). Once young people reach 18 they could potentially be supported to move into volunteering.
- Recommission only the provision we need

7 COMMISSIONING OPTIONS

Three different commissioning approaches were considered in developing the final recommendations for this report. These were:

- 7.1 a) Option One:
Maintain the current model and commission a number of local providers, through a Pseudo Framework Agreement. This will enable new providers to join and actively participate in the market, to request access to the framework at set points throughout the duration of the Agreement.
- (We took a decision in 2010 to build a market of 'local' short break providers, taking a local market development approach).
- 7.2 The strength of this model is that we have a base of providers who:
- Have relationships with, and opportunities within, their local communities
 - Are committed to their communities of geography, interest, or need
 - Have strong relationships with the families they serve
 - Often go beyond the core service they are commissioned to deliver
 - Have a focus on equality of access to services and opportunities
- 7.3 However, this also presents limitations or challenges as it involves working with providers who:
- Are less mature and skilled with financial costing and long term planning
 - Are reliant on smaller pots of local funding and more at risk of cross cutting funding reductions
 - Some require higher levels of support and guidance
- 7.4 This also presents a model which requires a higher level of in-house resource through contract management. As there are smaller value contracts with a number of different providers, this requires more reviewing of performance, contract meetings and financial transactions.
- 7.5 b) Option Two:
Develop a consortium model where i.e. 3 local providers would lead a consortium each.
- 7.6 Strengths:
- This would reduce contract management to managing 3 providers at a time when our commissioning and contracting capacity is challenged

- 7.7 Challenge:
- We are not confident that our current providers fully understand the legal implications and contract management responsibilities that would devolve to them under a consortium model
 - There is the risk that it would overtax the administrative resources of our current providers.
 - In a soft market test 4 current providers were interested within this approach, but would levy additional overhead charges to act as a 'prime' and manage subcontract arrangements with other smaller providers.

7.8 c) Option Three:

Commission one provider to deliver all the different day time activities themselves across the city or by subcontracting.

7.9 Strength:

- Contract managing only one provider would significantly reduce the commissioning and contracting capacity required to deliver short breaks for Sheffield, at a time when our in-house resources available for these functions has reduced in capacity.

7.10 Challenge:

- We do not believe that any of our current local providers would have the infrastructure, capacity or financial foundation support being the sole citywide provider, most likely leading to delivery by one of the larger national charities moving into Sheffield to deliver this.
- It could de-stabilise the current provider market
- The local current provider community have expressed concern regarding this potential option
- Through sub-contracting there is a risk that numbers become the main focus of the new umbrella provider, rather than outcomes
- The single provider would add overheads to their contract value to manage subcontracting arrangements.

7.11 Following this analysis, **Option 1** is the recommended approach. It supports local community based provision and is likely to be the most effective and efficient way to provide a range of choice and alternative options for children and families.

8 HAS THERE BEEN ANY CONSULTATION?

8.1 There have been five consultation activities since 2014 which have influenced the tender proposal, the delivery model and procurement approach.

8.2 **2013/14: What Makes a Good Short Break Service - Consultation with Parents and Carers**

Quantitative/Qualitative consultation to gain parents views of 'What makes a good day time short break service'. This has informed the quality standards that are included within the service specification, key points were services which:

- parents can trust to care for their child
- is proactively welcoming and has a 'we can do' attitude
- enables children to try new activities, and take safe 'risks' which parents dare not try
- support children's earning of life skills
- well skilled workforce

8.3 **2014/15: What is Working Well and What Could Be Better? - Conversations with parents and carers to inform future delivery, and Survey.**

8.4 **2016/17: Emerging Thinking, What we were considering- Feedback to parents and carers on key findings from the 14/15 consultation, and further elements we were exploring.**

8.5 **2017/18: Proposed Changes to Short Breaks Provision**

Formal consultation with parents and carers on proposed changes to short break services, informed by the previous conversations and survey monkey. This included:

- Parents and carers making a £7 contribution to the cost of the commissioned day-time Short Break opportunities. This will be reflected in the new tender.

8.6 Changes were also agreed to the Short Break Grant and to short breaks in Universal services.

8.7 **2018: Providers Soft Market Test**

A soft market test was held with current and potential short break providers.

9 **RISK ANALYSIS AND IMPLICATIONS OF THE DECISION**

9.1 Equality of Opportunity Implications

An annual analysis of the usage of short break services is undertaken, mapping usage and to identify communities of age, need, geography, etc where children and young people are not accessing short breaks. An EIA has been produced.

9.2 Financial and Commercial Implications

9.3 Officer's view is that it is feasible to recommission at this value and continue to deliver the same number of overall places to children and families as present, whilst introducing further measures of quality and outcomes. However, there are pressures under the current budget situation:

- Existing providers have reported they will incur additional administration costs to collect the £7 payment by families where their income is above the threshold set by the Council.
- Many current providers express difficulties with current funding levels. Reductions in previous sources of funding, increases in accommodation rental costs, the national minimum wage and pension contributions, are cited as significant challenges for providers – going forwards into 2019/20. As such, to remain sustainable, providers may increase their contract values. This will be managed and addressed through the recommissioning and tender process to achieve the best value outcomes.
- We have waiting lists for these services

9.4 To make the tender opportunity attractive for providers, especially smaller voluntary and community groups, it is necessary to offer a contract of reasonable length. This is because providers expend considerable time and resources writing tenders, and Council officer time is spent running procurement processes. It is therefore proposed to run a tender that establishes a framework or contract for up to 4 years. However, the Council is, alongside other partners in the city, developing an Inclusion Strategy which may, as it develops, change the strategic direction for services. In order to account for this, it is proposed that any contracts let include a break clause at 12, 24 and 36 months. This break clause would be utilised in the event of a significant change to the budget position, any significant change in the strategy around Short Breaks, or poor/failure in provider performance.

9.5 Legal Implications

9.6 The Children Act 1989 (CA 1989) imposes:

- a duty on councils to safeguard and promote the welfare of children in their area who are in need by providing a range and level of services appropriate to those children's needs (section 17(1)). This includes, specifically, disabled children (section 17(11)); and
- a duty on every council to provide services designed to assist individuals who provide care for disabled children by giving them breaks from caring (paragraph 6(1) of Schedule 2). Paragraph 6(2) stipulates that this duty must be performed in accordance with the Breaks for Carers of Disabled Children Regulations 2011 (SI 2011/707).
- section 17(7) states that assistance may be unconditional or subject to conditions as to the repayment of the assistance or of its value (in whole or in part).

- 9.7** The Breaks for Carers of Disabled Children Regulations 2011 provides that in performing the duty under paragraph 6(2) of the CA 1989, a council must:
- have regard to the needs of carers who would be unable to continue to provide care unless they were given breaks from caring, or would provide care more effectively if they were given breaks (regulation 3);
 - provide, so far as is reasonably practicable, a range of services which would assist carers in accordance with regulation 3. In particular, a council must provide services to assist carers during school holidays "as appropriate" (regulation 4); and
 - prepare a statement for carers in their area, known as a "short breaks services statement", which details the services provided in accordance with regulation 4 and how this is designed to meet the needs of carers (regulation 5).
- 9.8** Local Authorities are under a duty to prevent needs for care and support following implementation of the Care Act 2014. Under sections 2(1)(a) and (b) of the Act the authority must provide or arrange for the provision of services, facilities or resources, or take other steps which it considers will contribute towards preventing or delaying the development by adults in its area of needs for care and support; and to reduce the needs for care and support of adults in its area. Under sections 2(2)(a) and (b) a local authority in performing that duty must have regard to the importance of identifying services, facilities and resources already available in the authority's area and the extent to which the authority could involve or make use of them in performing that duty; and the importance of identifying adults in the authority's area with needs for care and support which are not being met (by the authority or otherwise).
- 9.9** Section 111 of the Local Government Act 1972 provides that Local Authorities shall have power to do anything (whether or not involving the expenditure, borrowing or lending of money or the acquisition or disposal of any property or rights) which is calculated to facilitate, or is conducive or incidental to, the discharge of any of their functions.
- 9.10** Procurements carried out by the Council must be in accordance with Contracts Standing Orders and the Public Contract Regulations 2015 in addition with due regard to the Council's Ethical Procurement Policy.
- 9.11** If a current provider is unsuccessful in the tendering process there may be TUPE implications, however, many of the providers deliver activities that are quite unique to them which reduces the likelihood of this. Any issues that the Council needs to address will be dealt with through the recommissioning and tender process.
- 9.12** Other Implications
- 9.13** Many of our current providers are small enterprises with limited, or no

experience of local government tendering processes and may find the process daunting to the extent they feel unable, or decline, to put together an appropriate bid for submission. To mitigate this, council officers will provide, where appropriate, support through the tender process to ensure a level playing field so that small organisations are able to submit tenders.

- 9.14. Some children may find changing to a new provider difficult should that need to happen as a result of any providers ending their provision. We will work with any families affected by this if and when the need arises through our Special Needs Inclusive Play service.
- 9.15 The preferred commissioning model, engaging with a number of organisations to deliver locality based provision, is resource intensive in terms of contract and quality management on the service's behalf. However this is felt to be an acceptable cost to guarantee quality of desired outcomes.

10 ALTERNATIVE OPTIONS CONSIDERED

10.1 The Council could do nothing, but this is not a viable option because:

- The current contracts must be legally retendered. They will expire in 2019 and we will have no provision of daytime short breaks to children and families.
- As a LA we have a duty to provide Short Breaks at weekends and during school holidays. We must continue to provide these services.

10.2 The Council could bring all Short Break day time services in-house:

This has not been considered a viable option because these services employ many staff to work at weekends and school holidays; recruitment for these periods is very difficult. Many are also linked to other services the providers offer (for example other family support, or early years/nursery provision, or use of sport clubs and other facilities.) As a local authority we do not have an in-house infrastructure to deliver, or recruit and retain the staff required. The proposed approach is the most cost effective and also supports a range of local voluntary and community organisations.

11 REASONS FOR RECOMMENDATIONS

- We have a statutory duty to provide short break services
- Legally we must retender these services as the current contracts expire in 2019 and we must have a legal basis to pay for and monitor continued provision.
- These day time short break services provide a very positive preventative

service along with added value of increased skills and independence of children and young people

- They deliver improved long term outcomes, keeping families together and enabling children to develop new skills.

References

¹ Jones, L. *et al.* **Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies** *Lancet* 2012; 380: 899–907, Published Online, July 12, 2012; <http://dx.doi.org/10.1016/>

² Equality and Human Rights Commission (2016). **Measures of Disability Related Harassment**

³ Cole, K. *et al.* **Why do young people with Special Educational Needs and Disabilities (SEND) end up in the criminal justice system?** (2016) <https://mcrmetropolis.uk/blog/why-do-young-people-with-special-educational-needs-and-disabilities-send-end-up-in-the-criminal-justice-system/>

⁴ Franklin, A, *et al* (2015) **Unprotected, overprotected: meeting the needs of young people with learning disabilities who experience, or are at risk of, sexual exploitation.**

⁵ Taylor, N. *et al* **Obesity in children and young people with learning disability – Are we following NICE guidance?** British Paediatric Neurology Association and British Academy of Childhood Disability (2016).

⁶ Action for Children - **It Starts with Hello – A report looking into the impact of loneliness in children, young people and families.** (2015)

⁷ Public Health England (2015). Local action on health inequalities **Reducing social isolation across the lifecourse** Practice resource: September 2015

8MEASURINGPOVERTY A new measure of poverty for the UK The final report of the Social Metrics Commission Chaired by **Philippa Stroud**, CEO of the Legatum Institute
SEPTEMBER 2018