



## Report to Executive Members

**Report of:** Andrew Jones - Director, Education and Skills

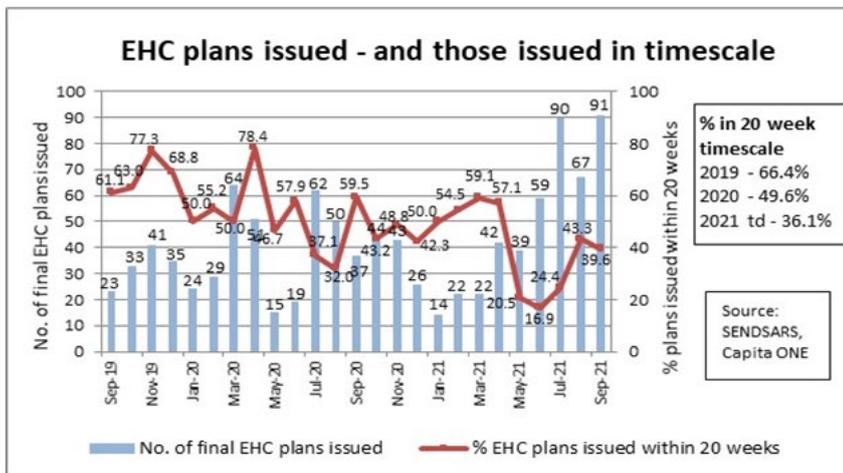
**Subject:** Update regarding SEND Services

**Author of Report:** Rose Ward, Interim Head of Service, SEND  
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### Summary:

#### Background

In May 2021 it was recognised that SEND services in Sheffield, in particular the Statutory Assessment and Review Service was non-compliant in its delivery of EHCNAs and Plans. This was reflective of issues highlighted in the Ofsted report of November 2018 and the response highlighted in Section 5 of the WSOA. Documented through the performance indicators utilised by the Inclusion Board, (appendix 1) it is notable that the compliance of the Statutory Assessment and Review Service hasn't been sustained and indeed shows a 'spikey' profile since measurements were reported to the Inclusion Board after the November 2018 Inspection:



(National average finalisation of EHCPs within 20 weeks in 2018 was 60-65%)

NB: Compliance for September dipped - this is due to a high number of overdue plans being finalised, thus impacting overall compliance.

#### Our One Year plan Ambition for SEND:

**We will build better relationships with parents, deliver EHCPs within timescales, increase SEND places across the city and improve the transition to adulthood for more learners.**

Since May 2021 there has been an Interim Head of SEND in post, since then the following activities have taken place:

## Funding Review:

Commissioning Services are working with the Sector and the Statutory Assessment Team to undertake a review of the High Need Funding, with particular emphasis on the Locality Funding Model and joint funding of EHCPs.

A 3 year plan has been agreed to ensure we have assurance that plans for children are adequately funded and section F is delivered to allow children the best chance of success.

## Sufficiency:

We have a shortfall in the number of special school places we need for children with EHCPs. Our commissioners are working with the Sector and Corporate Colleagues to look at any potential expansion opportunities. Work with First Planner is underway to consider the net capacity of our schools and to ensure we have the most effective and efficient use of space.

There have been an additional 10 IR places commissioned within our Mainstream Schools this academic year with further plans over next academic year for up to 64 additional places.

The new Discovery Academy for children with EHCPs ASD / SEMH needs will be opening in September 2022.

## Statutory Assessment:

Compliance: (20 weeks and Annual Reviews)

20 Week Statutory Process				
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021
Over 20 weeks	47	37	37	23
North (A/B)				0/2
East (C/D)				5/6
West (E/F/G)				4/3/3
Draft overdue (wk. 17)	67	68	34	24
Annual Reviews				
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021
Notification Letter				266
Letter over 4 weeks				184
To Amend	608	555	542	487
Being Amended	303	291	279	481
Over 8 weeks				230
To Cease	24	14	16	13
1st with family	295	255	254	215
2nd with family	10	9	9	5
Final over 12 weeks				399

The above is an extract from the full compliance report (appendix 2) circulated to Education and Skills Directorate every week.

Further to this reporting, there are fortnightly cycles of meetings in place covering:

Week 1:

20 weeks and Annual Reviews

Week 2:

Tribunals and Children Inappropriately Placed

(these result in minutes and actions at a child level)

In addition there are monthly Performance Clinics which cover:

- Compliance per Locality
- Audit and Quality Assurance Feedback
- Complaints

(This results in action plans for improvement within each Locality.)

Through the reporting and 2 weekly cycles of meetings we have oversight and rigor applied to Performance in the team, this has increased output and thus we are seeing a rise in compliance. This approach will continue until we reach 90% compliance, at which point we will complete all performance oversight within a performance clinic cycle.

In addition to the above, we have introduced practice standards (appendix 3) to ensure accountability is clearly set out within an agreed supervision policy and an accountability framework.

## Audit:

Audit activity linked to EHCPs, Annual Reviews and Advice was frequent until April 2021 at which point the process ceased. Since September 2021 the process has resumed, however it is noted there has been little response from those requested to audit.

Audit activity has failed to produce evidenced outcomes in improvement and adequate feedback to the Statutory Assessment Service to elicit better performance.

A review of all audit activity is underway to assure us that we have the right process in place and practice which enables improvements, provides impact and includes parent and child feedback. (appendix 4 – draft incomplete copy of audit document)

Process finalisation end of October 2021 – improved process and reporting to commence 1<sup>st</sup> November 2021.

### **Recruitment:**

In May 2021 a review of frontline staff within the Statutory Assessment Service was undertaken. (An expectation of SEND assessment services is to have a case load of 200 per Inclusion Officer). Due to the decreased numbers of Inclusion Officers in Sheffield, through sickness, retirement and leavers, each officer averaged a caseload of 320.

The Strategic Education Funding Group agreed to the business case put forward to have a rolling programme of recruitment, to allow for sufficient staffing to bring case loads to 150 (allowing for increasing assessment numbers, rising to the recommended 200)

Vacancies for Locality Managers have now been filled with 5.5 Manager now in place.

The Service Manager roll has been advertised, with 5 applicants being interviewed on Friday 15<sup>th</sup> October (explaining my absence!) an interim Service Manager has been appointed to bridge this vacancy.

### **Reporting:**

All reporting and recording in service has been reviewed and training on this has been reissued to existing managers and new managers have also received training on system use.

Expectations are that live reporting is used in the management of staff, identification of any assessment / plans / reviews / amended plans / advice reports going over timescales can then be highlighted and mitigated.

Reporting on compliance has continued weekly to the Directorate, Termly to the Inclusion Board and Monthly to the Education and Skills Director Performance Clinic.

### **Pathways:**

Clear articulated pathways into and through the service have been reviewed and updated.

Working with Health Colleagues, pathways for Health provision have been agreed and an Approved Provider list for health provision has been created to ensure delivery of health provision in Section F, in addition to that outlined in Section G.

Care pathways have been discussed between SEND and CWD. Through October there is a specific focus of the SEND and Inclusion Planning group to focus on the articulation of the pathway through SEND – Care for our young people nearing post 16.

Joint funding arrangements have been streamlined and Tripartite funding protocol agreed.

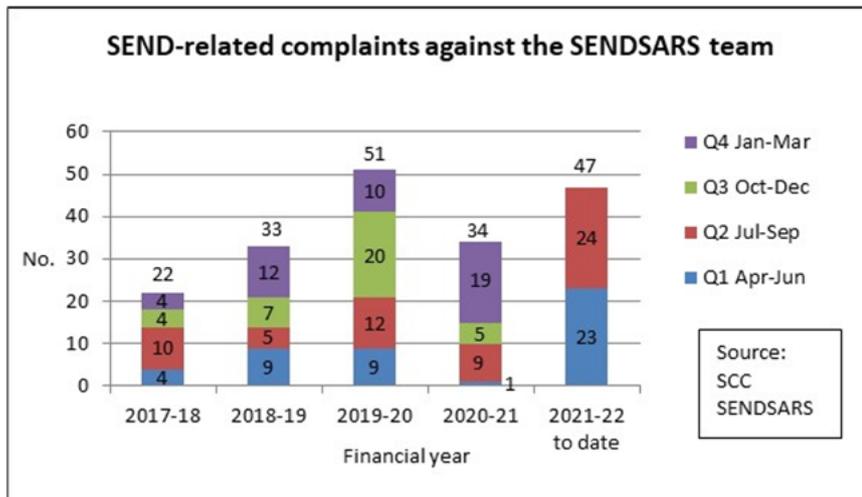
### **Post 16:**

We know the pathways and opportunities for our young people post 16 need better understanding and further defining. We have appointed a new post 16 lead to undertake this work alongside Care, Health and Education colleagues.

We have identified our 16-18 Young People who are NEET and will be linking to the newly developed Employment Hubs and our Youth Support offer to decrease the number of YP with an EHCP who are NEET.

We have identified all 19-25 Young People who will need employment / education opportunities and those who have care pathways and who's EHCPs need to be ceased. (this will give us a much more accurate number of Young People who require support into EET)

### **Complaints:**



Complaints within SEND are far too high and have risen in line with our reduced compliance rates. Our complaints have themes:

1. plan content
2. poor communication
3. placement

We know these have been the themes of all complaints since the inspection of November 2018.

As we respond to each of the complaints, so too are we addressing the practice which leads to them:

**Plan content:**

- From 1<sup>st</sup> November 2021 all new assessments will have a Child Centred meeting as part of the 20 weeks process.
- Linked to audit, we are now Quality Assuring all plans prior to them being sent to parents, using the compliance sections from the CoP.
- All SENDSARS staff have been mandated to attend IPSEA, CDC and Outcomes Training.

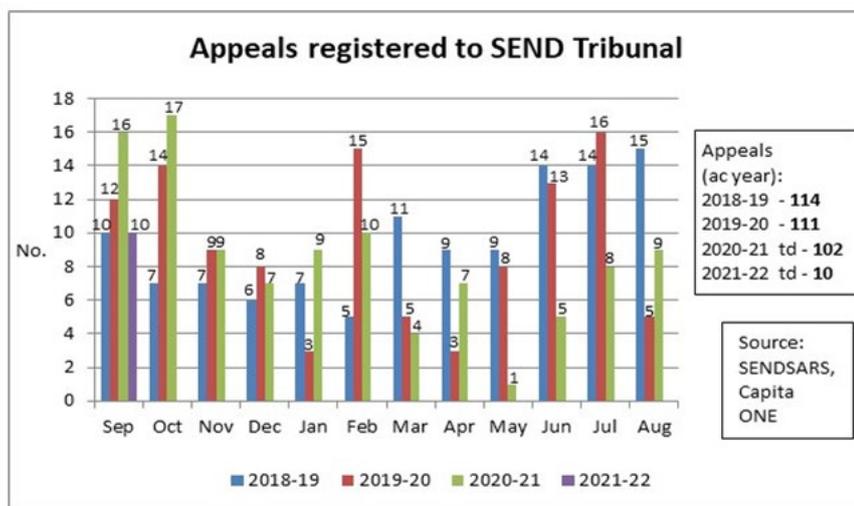
**Poor communication:**

- Practice Standards have been produced clearly articulating communication standards
- Timelines for outcome notification to families has been set and monitored by Managers

**Placement:**

In July 2021 it was agreed, due to insufficiency of specialist placements, plans would be finalised to the current setting whilst case work and consultation were ongoing to find the right placement. This has led to better communication with the families over the process, but also a rise in the complaints as a result of the finalised plans.

**Tribunals:**



Tribunals rates for Sheffield are high, but reducing gradually.

We saw a reduction in the number of tribunals through May and June, this correlates with fewer plans being issued, and parents not having their right of appeal. As we have finalised more plans through July – September, so too have we seen a rise in the appeals. It is important to note that the Tribunal data does not reflect those won / lost at hearing.

From July – September all Tribunals that went to hearing the LA was found in favor of. We wish to prevent Tribunals as they are highly stressful and an inefficient use of resource, therefore from 1<sup>st</sup> November 2021 we will be following a Conflict Resolution Model (appendix 5) to gain proof of concept and hopefully a broad role out of a conflict resolution pathway with the intention of reducing mediation and tribunal numbers, without removing the parents right of appeal.

With the new appointment of the Interim Head of SEND there has been a focus on compliance, pathways and building a strong infrastructure enabling us to build a strong team within a performance culture. Whole system and culture shift has been needed within the service and as can be seen from the above is starting to take grip and show impact.

**The Committee is being asked to:**

This should provide a clear statement of what the Committee is being asked to do (e.g. The Committee is asked to consider the proposals and provide’ views, comments and recommendations)

Members are asked to review the content and appendices to this report and provide views, comments, and recommendations.

**Background Papers:**

List any background documents (e.g. research studies, reports) used to write the report. Remember that by listing documents people could request a copy.

Appendices Number	Document
1	 WSoA dashboard Oct 2021 V1.doc
2	 EHCP Compliance 04.10.2021.docx
3	 DRAFT policy SENDSARS.docx
4	 Audit.docx
5	

	 Proof of concept - project plan.xlsx
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**Category of Report:** OPEN/CLOSED (please specify)

Most reports to Committees should be openly available to the public. If a report is deemed to be 'closed', please add: **'Not for publication because it contains exempt information under Paragraph xx of Schedule 12A of the Local Government Act 1972 (as amended).'**

# **Report to Elected Members**

**Report by: Andrew Jones - Director, Education and Skills**

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**Subject: Update regarding Post-16 Transition to Adulthood**

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**Author of Report: Kevin Straughan – Head of Lifelong Learning, Skills and Employment  
Louise Goddard – Post-16 SEND Officer**

## **Introduction**

The implementation of the Post-16 SEND Officer within the Sheffield City Council has been deemed essential to address issues and concerns highlighted in the Joint local area SEND inspection in Sheffield, conducted in November 2018, and the mandatory Written Statement of Action required from that inspection.

Although work to address the issues arising from the inspection has been started it was felt that not enough good and thorough work had been done around the post-16 SEND actions. To accelerate success of these outcomes the Post-16 SEND Officer role was implemented as from 24th May 2021.

The remit of the role is large and includes:

- Establishing clarity around the Pathways to Adulthood transition with intent to establish foreseeable Pathways for the Future for young people with SEND.
- To establish appropriate five-day provision for those young people not attending a special school.
- Constant and clear communication with stakeholders with a view to establishing strong partnerships on behalf of the young people and their families with a strong view to advocacy where necessary.

Essentially, to make the picture clearer, wider and brighter for young people with SEND and their families/carers and to largely reduce the number of post-16 young people becoming NEET or having no meaningful activity to move into. Combined with the need to reduce the perception of young people and their families/carers facing a 'cliff edge' when the young person must move out of education into the wider adult world.

## **Information**

Initially, the role is to sit under Lifelong Learning, Skills and Employment with direct report to the Head of Lifelong Learning, Skills and Employment.

From commencement of the role research and analysis of the perceived present situation in Sheffield, regarding post-16 SEND transition, provision and support thereof, has been paramount. Links have been established with child and adult social care Heads of Service, Pathways and Progression, Youth Service, Sheffield's Parent Carer Forum, Opportunity Sheffield, the Pupil Referral Unit (Sheffield Inclusion Centre), some voluntary and community organisations, Project Choice, Youth Justice and tertiary education providers.

Data has been provided using PAS. This data had centred around the number of children and young people with EHCPs, the school/education provider they sit with and the national curriculum year they are in. Matching data for those with SEND has also been supplied. Using data, provided by PAS, information is being gathered, by the Post-16 SEND Officer, around those young people with EHCPs and SEND, in year 14. Questions being asked are:

- What is the young person progressing onto?
- Where the young person has an EHCP has there been an annual review and where appropriate was a social worker and CEIAG present?
- Has a clear pathway to adulthood been articulated for that young person?
- Appropriate support to reach that destination been recognised and articulated?

The desired outcome is to be able to report what is happening to young people facing the 'cliff edge' of transition out of post-16 education as opposed to the perception of what is happening. In using young people from Y14 it is recognised that this cohort is the closest to finishing their learning journey and need to move into the wider adult world.

Reading has included: 'From the pond into the sea: Children's transition to adult health services' by the Care Quality Commission 2014. This report delivered a picture regarding the transition from children's to adult health care and the title is a quote from one of the parents interviewed essentially meaning that transition between the two services was disjointed, uninformed, problematic and stressful.

## Findings

- Pathways to Adulthood are not discussed early enough, i.e., Y9, and for the most part not being addressed thereafter.
- The situation in Sheffield, regarding transition from children's social care to adults', is still the same as it was in 2014 when the report 'From the pond into the sea' was published by CQC. The situation is confusing, very little information given, no one seems to work together. Therefore, the Pathway to adult social care cannot be imaged or articulated to young people, families/carers and professionals alike in a timely manner. It also means that overall responsibility for who does what cannot be stated and therefore young people and their families/carers have no notion of potential costs to themselves in a suitable time frame or any loss of service they may have to withstand.
- Work has been completed on the post-16 curricula for the special schools and Sheaf Training. However, feedback from PCF maintains that there is very little difference in study programmes between the education providers at pre-entry and entry level. This notwithstanding, the differences are perhaps too subtle in that pace and stretch and challenge, along with individual learning outcomes, cannot be expressed in a generic document and will be seen when the programmes begin in September. Moreover, these subtleties may not be appreciated to someone not in the education profession.
- There is no articulation of curricula, or what education might look like, for those not in special schools and progressing onto Sheaf Training i.e., for those where an academic pathway into higher education would be appropriate
- The 'cliff edge' is still there for this year's Y14s. Social workers have not been appointed in a timely manner therefore have not attended annual reviews. Where progression has been established this has been with the instigation of the special schools and their insistence of named social workers for individuals. Where no social worker has been provided schools have 'got on with it' themselves giving appropriate support to the young people and their families.
- CEIAG has not been conducted at Y9 annual reviews regularly with Y11 reviews being prioritised in mainstream schools. Schools for the main part are not providing their

statutory obligation of having their own L6 qualified CEIAG workers and rely heavily on the Local Authority's provision.

- A lot of work is being conducted in silos with little or no inter-departmental discussions or contacts. Therefore, pockets of good practice and initiative exists but is not being shared and in some cases is duplicated.
- New initiatives are being put forward with SEND as a bolt on and not at the heart of planning and processes.

## **Recommendations**

### Pathway to Employment Working Group

The development of a working group with a very clear focus upon engagement with employers and a range of supportive stakeholders to ensure that a pathway into work is available for young people with SEND. The group will explore mechanisms to engage employers, families and young people, education and training and how this prepares young people for working life and how CEIAG is able to provide links and traction for the young people. This group has met twice with further meetings planned.

### City-wide Supported Internship Forum

The cities supported internship offer is limited with only two organisations providing an offer and only to a limited number of young people. It is intended that the local authority via Lifelong Learning and Skills coordinate the city offer both to increase the number of places available on this study programme and to create a quality driven consistent approach to the curriculum intent. Contact has been made with the providers across the city with a meeting planned in November to start this piece of work.

### Develop the Post 16 annual reviews to ensure an equal contribution from education health and care services (WSOA 7.2.3)

It is not enough to have representatives at the Annual Review – that individual must be knowledgeable about their area of expertise and be able to state with clarity and accuracy what the suitable next steps are and if they can support in those next steps. This includes social workers, careers advice and health professionals. It is vital that these representatives can articulate what funding is available and for what. Suggest training in the first instance, possibly around existing case studies. Show people what GOOD looks like. Some training was delivered by the Head of SEND but the impact of this training has yet to be measured. However, it is still being stated that the new paperwork, regarding Preparation for Adulthood, is still not being completed during the Annual Review, this would suggest that the training has yet to have meaningful impact. If we tell people well enough, once, this will ensure a more streamlined and consequential Annual Review process for all concerned especially the young person and their parents/carers.

### A regular, robust internal quality audit of EHCPs would identify areas of good practice and areas for improvement.

See report from Interim Head of SEND.

### Clear picture of what the Pathways to Adulthood could look like for cohorts of young people with SEND.

Work with Sheffield Parent Carer Forum as their Post-16 representative has already produced a set of case studies that identify four different depictions of young people with SEND and their current journey into adulthood. Redefine their journeys so they demonstrate the ideal pathway to adulthood for each cohort. To communicate these pathways, use a variety of ways to reach the desired audience – posters, social stories, videos.

### Redesign the Local Offer website to make it user-friendly.

The current website is cumbersome to use and too reliant on the written word. We're dealing with young people and their parents/carers who are anxious about the move into adulthood and have SEND. The constant need to search, click and read and then search, click and read only further heightens anxiety, and can lead to feelings of anger and frustration, making the process even more arduous. Could the Local Offer centre around the school localities where people can research their local area in the first instance and broaden the search if necessary? Greater use of social stories and videos would lessen the need for too much reading.

### A one-stop shop for information – SEND Surgery

In having an electronic Local Offer there is the assumption that everyone has the necessary digital skills and equipment to access the information. This is not the case. Based around the school localities have an information triage telephone number and information hub. The member(s) of staff, at each hub, will have access and knowledge around what's available and should be able to answer direct queries and issues with confidence, clarity and accuracy. Where this is not possible have a diary appointment system for face-to-face meetings should this be necessary. Worried and angry people want to be heard and have their worries assuaged in a timely and professional manner.

### Communication of transition from Children's Social to Adult Social Care and from children's health services to adult health service

Cross-cutting themes are evident and need to be addressed for young people, with SEND, on their journey to becoming an adult and achieving independence. Not clear are the changes in services used and their equivalents, if any, and explicit duties and responsibilities. To mitigate the lack of clarity over roles and expectations, and to get people working together, there needs to be properly articulated guidance protocols and procedures for the transition from child to adult services for both social and health services. A discrete service for fourteen- to twenty-five-year-old people, with SEND, where the young people and their families can be supported to take responsibility for their needs in preparation for adulthood, with a lead/key health care professional and social worker whilst working with the young person's GP who will become the focus for health care planning when they reach adulthood. These recommendations form part of the report from *From the pond into the sea* from 2014 and are still relevant today.

### **Recent Success Against Recommendations:**

#### Secondary Schools SENDCO Meeting 14/09/21

Nine people, from a range of services across the LA, spoke briefly about how they can help with transition into post-16. Thirty of the fifty-two SENDCO invited, attended the meeting and of those who couldn't attend have requested a link to the meeting so they can watch it later. Post-16 SEND

Officer is currently working with Communications to get the video uploaded to SCC's Youtube channel and to Learn Sheffield's Inclusion Task Force web pages. One speaker outlined that desire for more input from Secondary SENDCOs and detailed some roles (Citywide SENDCOs to support SEN processes across the city and Citywide SENDCOs to contribute to the Autism in Schools Project that will be running this school year) that were being proposed. The Expression of Interest for these roles was sent out, via email, 20/09/21 with a closing date of 04/10/21.

The Q&A session at the end of the meeting was not widely used however, attendees did put questions in the chat and the overwhelming theme was for contact details and an infographic of referral routes. This is now in progress.

Evaluation sheets were circulated, and the majority have yet to be returned but of those that have been seen the majority are asking for more detailed information for specific services especially around the curriculum for lower-level learners. Action point from this – there needs to be a wider circulation of the revised entry level curriculum document from the Task and Finish group via the Secondary SENDCO email address and uploaded onto the Inclusion Task Force web pages. This was sent out via email 20/09/21 and is now available on the Inclusion Task Force web pages.

More meetings have been requested and will be planned once more evaluation sheets have been received.

#### Pathway to Employment Working Group

The group has been set to identify those young people whose pathway to adulthood is employment. The group is made up of post-16 learning providers, Opportunity Sheffield, Project Choice, SENDSARs, the Youth Service, DWP and the Local Authority's Careers Project and Programme Co-ordinator. Referrals were made, initially, from the SENDSARs however, the expectation is that everyone will start to bring recommendations to the group especially at this time of year as we need to make sure that the right young people are on the right courses and pathways.

New members being added most recently DWP's Partnership Manager, and she will bring further expertise and experience from the DWP in the form of School Advisors and Youth Employability Coaches.

There is to be a workshop – Friday 19th November – being delivered by CDC and NTDi to help this group become more efficient and effective. The initial aim is to work through a self-assessment tool, using the knowledge and expertise of the group, to score the work that is being done against 8 sets of criteria. The lowest three scores will then form action points for the group to improve against over the coming year.

The young people will be tracked and monitored by the group using the minutes of the meeting and for those who work for the Local Authority.

#### Scope of Y14 Leavers 2020-2021

The purpose of this analysis was to determine the amount of support, advice and guidance, that young people and their families/carers with Education, Health and Care Plans (hereafter EHCPs), received from Child or Adult Social Care during Year 14 (hereafter Y14) of their education. If the young person had a named social worker and if that social worker attended the Annual Review of their EHCP during Y14 to help determine a suitable pathway to adulthood for that young person. Although the cohort is small this analysis was done to get a sense of the existing landscape for young

people and their families/carers when it came to transition into adulthood essentially, if there are any issues or concerns and if there are what these might be.

The Post-16 SEND Officer contacted the head of sixth form in those schools who had a cohort of young people in Y14. The following questions were asked of all participants –

- What is the intended progression route of the young people in Y14 – further/higher education or adult social care?
- Does the young person have a named social worker?
- Was the social worker at the EHCP Annual Review in Y14?

The special schools who had a Y14 cohort were Bents Green, Seven Hills, Talbot, PACES and Brantwood. Brantwood is an independent special school and PACES is a non-maintained special school. The mainstream schools, who had a Y14 cohort, are Forge Valley, Silverdale and UTC Olympic Park.

Of the thirty-four Y14 cohort from the special schools:

- Fifteen are moving into further education
- Nine have a definite progression into adult social care services
- Ten have no definite progression
- Twenty have a named social worker
- Fourteen have no named social worker
- Five had a social worker at their Y14 EHCP annual review

Of the nine young people from mainstream schools with EHCPs:

- Eight have gained access to higher education
- None have a named social worker
- No social workers were present at the EHCP annual reviews.
- One left mainstream provision in Y10.

Work is yet to start with the Head of Localities – Adult Social Care to see what can be done about the apparent gaps in provision and if suitable progression can be found.

### Youth Forum

Rather than establish a City-wide youth forum, in the first instance, a series of conferences will be arranged across post-16 providers across the City and facilitated by the LA. A pre-meeting booklet has been devised, using the form of the booklet used at the last forum in February 2020 hosted by the Local Authority and KIDS to keep consistency, to help focus the young people and the overarching question will be ‘What does adulthood look like’.

The first meeting will be held at the Sheffield College, Monday 15<sup>th</sup> November. The College are keen to work with the LA and have said that they will use the forum as an internal project and display their own results and findings, as part of that project, and are happy for the results to feed into the wider City project. Longley Park Sixth Form College has been approached to host the second forum in the Spring term and the same format will be kept aiding uniformity.

### Five-day Offer

For those young people who are not undertaking education in a special school setting there needs to be a five-day offer as, post-16 providers offer a three-day study programme. The provision of a city-wide 5-day offer is articulated in the Inclusion Strategy and the Written Statement of Action.

A pilot programme is being rolled out starting week beginning 27th September using the LAs Future Options Provider Service (FOPS) in conjunction with Sheaf Training. A small cohort of 10 young people with varying ages and needs will be introduced to FOPS and a programme of activities will be devised around the areas of interests of the young person. The pilot scheme will run for six months with regular evaluations to gauge the efficacy of the programme and findings shared once the pilot has finished.

If successful, the programme will be shared with other providers as appropriate and necessary.

### Pop-up Surgeries

A series of four face-to-face meetings attended by various officers from the council is be planned for this academic year. It is aimed at families who are finding transition problematic. The officers will be able to deal with immediate enquiries and offer solutions. These surgeries will be held in Family Centres throughout the City in order to encompass a wide audience.

## **Activity Against the Written Statement of Action, Action Tracker**

### Post-16 Action Point 1 –

*Develop a plan for preparation for adulthood so that the right pathways, sufficient provision and multi-agency support are in place for young people including education and training, health, care community provision, housing and employment opportunities*

Links made with ASC and health. Invited to transition meetings so can begin the piece things together for all three services including education. Recognised that Y9 AR meetings are not taking place as they should – recommendation to Vulnerable Young People’s Group that Adult Social Care and/or the PAT team need to attend Y9 annual reviews to make the Local Authority compliant.

Working with SPCF around case studies – their views have been taken and need to expand this now and include health and social care services. Recently, filled in a Preparation for Adulthood survey with PCF around partnership working and whilst they acknowledge that children’s services are, for the main, good to work with adult services remain hard to reach. Therefore, have asked the Post-16 Representative, from PCF, to help work on communications in the first instance so we can help to make young people and their families aware of what should happen when. The most immediate project will be working on the PCF’s transition booklet and layering it more with a tick list for actions to aid YP and their families with ‘next steps’ and ‘what to expect’.

Working with City-wide SENDCO to set up Preparation for Adulthood training for January. Impact should be that SENDCOs are aware of responsibilities as well as the Local Authority and the Y9 annual review will include more emphasis of Preparation for Adulthood using the new paperwork from the the Local Authority.

Working with young people and their families where transition has proved problematic to establish a clear transition pathway. This is helping to look at gaps and find a plan moving forward.

### Post-16 Action Point 9 –

#### *Links with High Sherriff*

Email sent to High Sheriff and acknowledged. The High Sheriff has circulated my original email regarding having single sponsor organisation. Plan to have a January start programme for 4 – 6 young people so they can access a variety of roles and move into sustainable employment.

### Post 16 Action Point 10 –

#### *Articulate Clear Pathways*

Transitions for 43 young people in total in Y14 Looking at Y14 data and progression routes. Data received from UTC, Silverdale, Bents Green, Talbot and Seven Hills. Finding from this discussed in Recent Success section of this document.

Regular catch-up with Sheffield Inclusion Centre (SIC), 7 of NEET have definite offers for FE in September and will be supported over the summer. 10 young people remain incredibly hard to reach however, a mentor has been employed by SIC to maintain contact where possible over the summer. All 17 learners were advised of summer programmes that they could access in August and September. A bespoke learning pathway has been discussed with Prince's Trust TEAMS programme for 12 weeks followed by a traineeship using the work placement experience.

Regular meetings into the summer break with SIC regarding transition and those on waiting list for Sheaf. Sheaf should be able to offer those places. Working with new Transition support at SIC to identify those YP in this year's Y11 who may need interventions and support to access suitable post-16 provision this academic year. Monthly meetings set up with SIC Transition Support worker for the next academic year to track and monitor those that need interventions to stay in education and help with progression routes.

Academic offer - working with schools to look at the curriculum offer for young people to access A level /higher level provision.

Linking with HEPSY re: higher education offer - attended 1-day conference regarding support available for young people with SEND. – the immediate problem is not that young people can progress onto FE but accessing the right environment for them to study. With increasing levels of anxiety accessing large institutions that off Level 3 provision is proving problematic for some. Work needs to be done around finding provisions that can help with this. Due to start discussions to implement a 16-18 access-type course which would allow for smaller groups in a smaller environment with study at the appropriate level to access university.

### Post 16 Action Point 11 –

#### *Supported Internships*

Supported Internships Forum for the city – intensive good quality work experience. Opportunity Sheffield, Big Ambitions, Autism Plus for job coaches for the experience job coaching. Working with providers College, Sheaf and Longley Park to have the learning in plan alongside this. Approaching International Venues, police, Meadowhall, Crystal Peaks and other major employers.

Learning element funded by educational provider (ESFA) and element 2 or 3 from the Local Authority.

Job coaches funded via Access to Work through DWP. Some further exploratory conversations with Autism Plus and Opportunity Sheffield. To go live September 2022– spoken with Wakefield Council who already have a Supported Internship Forum. Met with Liverpool Council as they have a good, supported internship offer and will be good to compare with Wakefield provision.

Attended Access to Work information session so now have a sound working knowledge of the process to apply and the circumstances needed for applying. Very admin intensive and the Job Coach provider will need to be able to do this to keep on top of claims. Can also be confusing for families as they have to part of the process, especially if they are an appointee, as they receive paperwork and sometimes think they are receiving the support money and not the provider.

Spoken with Big Ambition regarding provision of Job Coaches who are very happy to support and can also recommend young people ready to access a supported internship programme.

Recently emailed the High Sheriff regarding support.

Post 16 Action Point 12 –

### *Independent Skills*

Independent skill development for young people open to Adult Social Care – what is activity based, what is skills based and what is enabling?

Now have a clearer picture of day services provision and most providers recognise that they must move away from the more traditional offer. Most recognise the need to move to a new way of working as they recognise young people, and their families require more from services once their young person reaches adulthood.

**The Committee is being asked to review the content of this report and provide views, comments, and recommendations.**