

Ensuring children and young people are prepared for adulthood

Working with partners and families we developed our new **Preparing for Adulthood** policy.

Preparing for Adulthood was the focus of both our Annual SEND Conferences for schools and colleges and also our SEND Conference for parents and carers.

<p>Employment and Careers</p>	<p>Friends, Relationships and Community</p>	<p>Good Health</p>	<p>Independent Lives</p>
<p style="text-align: center;">We have</p> <p>Supported and challenged schools to provide access to excellent careers education, information, advice and guidance (CEIAG). Included a special school as one of the 6 North Lincolnshire schools in the Humber Careers Hub. Achieved the Matrix Standard for their delivery of CEIAG. Continued to drive the confidence and capability of businesses to recruit and retain people with additional needs. Agreed a framework for a 5 Day Local Offer in North Lincolnshire. Begun the development of a new adult service provision at a local college to enable young people to progress from education to adult based activities in a familiar setting. Continued to offer supported internships to young people as a pathway into employment - one young person was placed at a council recycling facility and has secured permanent employment.</p>	<p style="text-align: center;">We have</p> <p>Introduced activities to the Short Break programme through a range of identified topics - using public transport, shopping, preparing meals. Worked with other providers who can offer additional experiences such as creative music and leisure activities. Developed a volunteer scheme to enable young people who have left short breaks to support and mentor those still accessing activities.</p>	<p style="text-align: center;">We have</p> <p>Supported young people to manage their own health as they move into adulthood. Continued to develop opportunities for young people to participate in physical activity and make healthier lifestyle choices that will improve their long-term health and well-being. Developed a learning disabilities 'health check register' of patients aged 14 and over with learning disabilities. All 19 GP practices have signed up to deliver the Learning Disabilities Annual Health Check.</p>	<p style="text-align: center;">We have</p> <p>Developed a supporting housing scheme incorporating assistive technology for people with a learning disability/autism. Linked a local Community Hub with a new supported housing scheme to ensure young adults with learning disabilities/autism are involved in their local communities. Worked with schools, colleges, post-16 and independent providers to promote housing advice about specialist schemes and ensure independent living is explored during EHCP reviews. Co-produced transport guidance with the Learning Disability Partnership and the Youth Council.</p>

We are committed to engaging in different ways with children, young people, parents and carers

We recognised that using a **multimedia** approach enabled us to create a better platform for sharing information and experiences and impact upon shared outcomes and involvement in decision-making.

Our **EHC Hub** has provided a new online area for families, professionals and education settings **to work together and contribute** to EHC assessments, plans and reviews. **The EHC Hub puts children and their families at the heart** of these processes and provides secure access to anyone who needs to be able to contribute and view information. It has been designed to support local processes and to work alongside existing systems. It offers:

- **Children, young people and families a voice** so they can contribute, view information and track their case.
- The **statutory assessment team** a secure platform to coordinate assessment, planning and reviews.
- **Professionals** who are involved, a simple way to contribute advice easily and securely.
- **Education settings** an intuitive hub for managing all EHC assessment and review cases.
- Our digital-first platform will **transform the way we work** with partners and is the key to driving meaningful engagement and providing the best outcomes for children and young people with special educational needs and disabilities.

Children, young people and their families have also contributed to and been involved with:

- The SEND Standards Board
- The SEND Partnership
- Local Offer and Needs Assessments
- Re-commissioning and commissioning of service provision
- Recruitment and selection



Engagement activities co-produced with our Parents Forum included:

- Developing and implementing the Sensory Needs Toolkit
- Developing the Local Offer
- Commissioning the digital EHC Hub

The 'lived experiences' of children, young people and families are reflected in what they and their families tell us. These have helped us to create the right type of support.

Case Study:

This young person is 10 years old and attends a local primary school. He recently engaged in an Annual Review of his Education, Health and Care Plan (EHCP) and told us about his experiences:

He described himself as a very active boy who loved to do practical things. At home, cleaning was important to him. He said he liked to do jobs to help his mum. He would like to enjoy writing. He also felt that his behaviour had got better, and he was making friends. He would like to behave most of the time and be in the army when he is old enough.

Parents felt positive about their son, his school and his education. His mother said that he was much more positive about school and had come on in leaps and bounds. She hoped, with the continued support of the EHCP and school, that he would continue to develop greater control of his emotions, behaviour and concentrate more. His Mum said that he liked to read familiar books to his sister. And, although he didn't have specific friends, he was a people person, he can go from person to person making all kinds of different friendships. Mum shared that she hoped he will achieve big dreams when he is older.

In response to these comments by this young person and his mum, he will be given opportunities to increase his confidence and build his self-esteem. He will be supported by key adults to engage in activities that will help him to be able to co-regulate his emotions at times of stress, resulting in a reduction in challenging behaviours. He will also be given the right additional support to develop his independence as a learner, and to improve his literacy skills, particularly in reading and writing.



Positive



Ambitious

Our plans for the next 12 months

Through further consultation and co-production we will:

- Continue the further development of integrated commissioning and service provision in line with the One Family Approach (OFA).
- Continue to improve outcomes particularly in the context of Preparing for Adulthood (health, care, community/independence and employability) and how these are recorded within EHC Plans, including longer term outcomes.
- Continue to improve education outcomes (e.g. SEN/D Support 'shine a light' focus across all key stages of learning; average Attainment 8 scores for children with an EHC Plan at the end of Key Stage 4 and attainment at age 19 for young people with an EHC Plan).
- Continue to ensure equity of expectation, access and support across all providers (e.g. What should ordinarily be available in settings, schools and colleges) and continue to support and challenge in relation to specific areas of practice (e.g. secondary schools where fixed term and permanent exclusion rates are high).
- Further strengthen the Local Offer in certain areas of provision to ensure that there is stability in school and the community and for specific needs (e.g. SEMH, Post-16 specialist provision/5-day offer, next stage of neuro-diversity pathway and Personal Budget/market-place review).

We actively encourage feedback on our Local Offer, either via our 'Local Offer Survey – Have Your say' link on the website www.northlincslocaloffer.com or by contacting the Special Education Needs Team at:

special.needssection@northlincs.gov.uk

Tel: 01724 297148

