

## Schools Forum 29<sup>th</sup> June 2017

### Post 16 Working Party Progress Report

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#### Context

The Children and Families Act 2014 introduced significant changes in policy for children with special education needs and disabilities (SEND). The new system extends the rights and protections to children and young people by introducing streamlined, integrated education, health and care plans, extending provision from birth to 25 years of age. The reforms that came into force in September 2014 have been systematically introduced at a local level through close work with the NHS, Schools and Post 16 settings.

Torbay has a high proportion of children and young people with Statements of Special Educational Needs/ Educational Health and Care Plans. This equates to 4.4% of the pupil population compared to 2.9% nationally. In addition the new duty has resulted in a rise of requests for an EHCP.

School Forum have discussed the challenges faced by Torbay in meeting the demands placed on the Higher Needs Block. These arise in the main from the increased number of requests for assessment of children and young people and the increasing complexity of needs of some children. A key area of increased demand has been for assessment and on-going support for post 16 youngsters.

To address some of the key challenges School Forum requested that a working part was established to measure the effectiveness of post 16 packages for pupils with Special Educational Needs.

This is the second report of the group.

#### Progress Report

The group met on the 29<sup>th</sup> March and 19<sup>th</sup> May 2017

##### Group Membership

- Mike Lock                      Headteacher Combe Pafford
- Dan Hallam                    Assistant Principal – South Devon College
- John Demeger                South Devon College
- Debbie Main                 Ex Headteacher Roselands
- Dorothy Hadleigh          Head of Service SEND (LA)
- Matthew Gifford            SEND Reforms Project Manager (LA)
- Rachael Williams          Head of Education, Learning and Skills (LA)

The work group have continued to focus on the process needed to collect and analyse provider information to ensure that the commissioned places are providing value for money. This has resulted in the development of a data collection form and a template for all providers to capture the starting point and destination plan for each learner.

The group are focused on the bespoke nature of each package and are mindful that progress towards the destination needs to be measured against unique starting points.

The work of Combe Pafford in creating an annual plan on entry was used as the starting point for discussion. The form was reviewed by the group and with some additions it was agreed this would be a robust template as an agreed plan between the provider, young person and the case work officer. At the meeting on the 19<sup>th</sup> May 2017, the College agreed to trial the form with a number of students.

In addition to an individual template, the group also designed a data collection form to measure each provider in relation to performance and value for money. This form is being tested by Combe Pafford.

If both of the trials are successful the designed system will provide a mechanism for effective commissioning that can be overseen by both the local authority SEN team and a wider post 16 group.

With this in mind the Local Authority has established a post 16 panel including representatives from Providers, Case Work Officers, Career South West, YOT. The work group has contributed to the terms of reference of the panel.

### **Next Steps**

- The work group to meet on 29<sup>th</sup> June 2017 to receive feedback from the trials
- The Local Authority to arrange a launch event with all post 16 providers of the commissioning mechanisms and expectations to be used.
- The post 16 panel to continue to meet and receive the commissioning information.

### **Recommendation**

- The Forum note the content of the report and request an update report in October 2017.

**Rachael Williams**  
**Head of Education, Learning and Skills**