

Post 16 Pathway Plan - School Forum 25th November 2021

Introduction

The following report provides an overview of the Post 16 Pathway Plan process and the impact these are having, along with proposed next steps.

Context

Contract management and data requirements for Post 16 High Needs Torbay Pupils has existed for several years and was an initiative which originated from the School Forum and taken on by the High-Cost Post 16 Placements Working Group.

The process provides closer scrutiny of the Torbay students who are in Post 16 placements, the progress they are making, and the outcomes achieved. Commissioned providers are requested to complete a Post 16 Data Collection Form and Pathway Plan documents.

The **Data Collection Form** is used to measure a range of financial, attendance and destination data to assist in monitoring 'value for money'. These are returned termly. The information within the data collection form is used to: -

- Calculate an indicative cost per hour
- Calculate an average attendance % (non-completers are taken out of the term calculation) and completion %
- % of those progressing in education
- % of those achieving employment
- % of those becoming NEET
- % of those transitioning into Community Inclusion Services (adult social care day services)
- % of those transitioning into Independent Living

A **Pathway Plan** is submitted for each individual learner in the autumn term and then again in the summer term. Individual targets are set at the beginning of the academic year and outcomes are then tracked when results are known. As well as accreditation, targets could include examples such as finding part time employment, passing a driving test, completing a first aid course etc.

To ensure a level of consistency across all providers, the Post 16 Team will review the targets set at the beginning of the year before 'signing' off the Pathway Plan. The completed Pathway Plan will then be RAG rated once the actual outcomes have been returned.

RAG Rating

- Red – No targets met.
- Amber – Targets partially met
- Green – All targets met.

Overview of Pathway Plans returned

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|------------|---------------|
| 2018- 2019 | 166 completed |
| 2019 -2020 | 262 completed |
| 2020-2021 | 304 completed |

The Post 16 SEND Casework Officers have reviewed, monitored, and evaluated all the Pathway Plans which are received. Where it is an incomplete submission the SEND Casework Officers have contacted the provider and clarified what additional aspects need to be completed and Plans resubmitted. It is necessary for all aspects to be completed to ensure the analysis is impactful. This exercise is undertaken upon receipt of the initial Pathway Plan and at the end of the academic year when the review of the Pathway Plan is undertaken. The Team also monitor progress throughout the year, challenge where necessary, and review cases where there are attendance issues.

The termly attendance returns have identified some attendance/ engagement issues. There have been occasions where the student chooses not to engage in the provision identified, and following discussions with the providers, student and parents/carers some placements have then been ceased.

Detailed analysis of 2020-21 data

Reported information from 17 of the Post 16 providers show that there were 336 students who started in September 2020 of which 297 completed (88%).

Attendance figures showed 88 with 96% or above attendance (30%)

Of the 304 completed Pathway Plans returned for 2020-2021 (90% return rate) 229 reported an outcome:

75 of the 229 (32%) did not include destination data

| | | |
|----------------------|-----------|-----|
| Continuing education | 189 / 229 | 82% |
| Employment | 18 / 229 | 8% |
| NEET | 22/ 229 | 10% |

RAG of individual targets:

- Green 89 (26%)
- Amber 171 (51%)
- Red 44 (13%)

77% of students have therefore achieved the majority or all the targets set for them during the beginning of the 2020-2021 academic year. The Post 16 Team has an insight as to why the remaining 13% did not achieve their targets, and they are using this intelligence in discussions with the providers for future developments.

The providers where many of our students are placed have been engaged in this process. We would like to record our thanks to Combe Pafford, Mayfield, ROC, Eat That Frog and South Devon College They have persevered with the tweaks we have made along the way, provided constructive feedback, and seen the value of the information we are gathering. The conclusions which are evident are: -

- The majority of students have achieved good outcomes at a time when the pandemic was creating instability.
- -Inclusive practice from providers, and better Preparing for Adulthood (PfA) outcomes are being achieved.
- Majority of our learners are remaining in Torbay to access our local FE Provider, a small number are accessing provision in Devon, Plymouth and Cornwall.
- The focussed discussions from the outset regarding expectations has been beneficial to all parties, including the students themselves and their parents/carers.

Some out of area providers have been resistant to this process and are stating that as this is not a statutory requirement they do not wish to participate. They are however meeting the statutory requirement of undertaking the Annual Review of the EHCP. The Post 16 SEND

Casework Team have spent a large proportion of their time talking to these providers to discuss reasoning behind this process.

The **Post 16 High Needs Learner Panel** has also provided a mechanism to consider requests for high-cost packages. As providers are part of this panel it has enabled careful consideration to some very costly request, and creative alternatives have been pursued, which has allowed more students to remain locally, and have their needs well met.

Placements are all reviewed annually with no automatic assumption that the student will remain for a specific number of years within the provision, such as 3 years /5 days a week. Decisions are made on evidence of outcomes being achieved. The Panel members also advise on targets and expectations.

As a result of this greater scrutiny, it has also helped to identify those students who would benefit from an up-to-date educational psychology assessment. These assessments have provided a robust focus on EHCP Preparing for Adulthood outcomes.

Summary

The Post 16 Pathway Plan process has allowed more scrutiny and focussed discussions around expectations the LA has of the providers, and students themselves. It has provided us with a more strategic overview.

This process currently does not include Mainstream 6th Forms or Alternative Providers, therefore is not a complete picture of the overall Post 16 cohort.

Actions to date

1. Data returns have been analysed and used to inform strategic discussions with providers who have submitted the returns.
2. Discussions regarding gaps in information have been held, as if this process is to be impactful all aspects need to be covered in returns.
3. Providers who have not co-operated in returning Pathway Plans have been approached on several occasions. Some out of area provisions are stating that as this is not a statutory requirement they do not wish to participate.
4. Post 16 HNL Panel has advised on solution focussed alternatives which have allowed more students to have their needs met locally.

Recommended Actions and decisions

1. School Forum members to agree whether Pathway Plans should continue to be expected of providers.
2. LA Officers to work with Post 16 providers and others who are currently not included in this process. Seek their agreement and co-operation to participate from 2022 onwards.
3. School Forum members to decide course to be taken regarding those Out of Area providers who are resistant.
4. Share detailed information, and this report, with the Post 16 Panel.
5. Use the data to explore to ensure focussed discussions occur with providers where targets are not being met.
6. Agree an annual update report is returned to Schools Forum.

Laureen Wardle, Post 16 Lead SEND Casework Officer
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