

Children and young people with SEND – update on transitions

To: Sheffield's Health and Wellbeing Board
From: Dawn Walton, Director Commissioning, Inclusion and Learning, People Service Portfolio, Sheffield City Council
Date: June 2019

1. Background

- 1.1 An update was previously given to the Health and Wellbeing Board about transitions – to clarify the plans and work currently underway to improve transition into adulthood. It noted the need for a city wide strategy that provides a framework which pulls together all the different strands of work in order to produce a coherent and streamlined approach.
- 1.2 Since then, a Preparation for Adulthood (PFA) project team has been established which is led by the local authority's PFA manager with representatives from health and social care. The PFA manager feeds developments into the Inclusion Improvement Board.
- 1.3 We have also had the results from the Ofsted and CQC SEND inspection, which took place in November 2018, and our written statement of action has been approved and published. This action plan sets out how we will respond to the seven areas of weakness identified, including 'weaknesses in securing effective multi-agency transition arrangements for children and young people with SEND'.
- 1.4 Our actions include:
 - Further work in early years services to ensure a child's additional needs are identified at the earliest opportunity and support put in place.
 - Developing a package that supports the transition from nursery into primary school, with primary schools given details about their new SEN cohort in advance – to enable more effective planning/support to be put in place earlier on.
 - Vulnerable Learner Reviews to more effectively identify the support children need in advance and during key transition stages – including the move from primary to secondary school and into adulthood – and for those at risk of exclusion.
 - Developing the post-16 offer for young people with SEND, to include meaningful activities for those unlikely to move into employment.
 - Greater involvement from health and social care at transition points.
 - Developing clearer and smoother pathways from children's to adults services.
- 1.5 Ofsted and CQC will re-visit Sheffield within 18 months to assess whether the required improvements have been made. The written statement of action is available at www.sheffield.gov.uk/sendinspection

2. Update

2.1 This section provides an update on:

- Transition from children's to adult's social care services
- Transition from children's to adult's health services
- Young people's services
- Support for vulnerable learners
- Support for children/young people with SEND in early years
- Education, Health and Care Plans

2.2 Our previous transitions update provided a summary of actions to improve current arrangements. A record of progress against these is provided in the Appendix.

Transition from children's to adult's social care:

2.3 The referral and transition processes for young people from children's to adult's social care are complex and not as joined up as they could be. A paper has been developed to present to the local authority's People Portfolio Leadership Team outlining key areas of concern and proposed options. This will be presented and PLT discussions will inform future work.

Transition from children's to adult's health services – mental health:

2.4 There have been issues regarding the transition from Child and Adolescent Mental Health Services (CAMHS) to Adult Mental Health Services (AMHS), and a mental health transitions improvement action plan was produced to address them. The plan is being jointly delivered by the Sheffield Children's NHS Foundation Trust (SCH) and Sheffield Health and Social Care Foundation Trust (SHSC). Both SCH and SHSC are also working to implement a transition commissioning for Quality and Innovation (CQUIN).

2.5 Transition remains a key area of focus with regards to Child and Adolescent Mental Health Services (CAMHS) to Adult Mental Health Services (AMHS). Since the last update to the Board, the Regulation 28 action plan has been completed, other areas of work continue to progress. CAMHS have moved to an electronic patient records system and a monthly transitions meeting between CAMHS and AMHS is in place which manages operational issues.

2.6 Next steps:

- Both Sheffield Children's NHS Foundation Trust (SCH) and Sheffield Health and Social Care Foundation Trust (SHSC) are continuing to implement a transition commissioning for Quality and Innovation (CQUIN).
- As part of the development of lifespan mental health commissioning (previously known as all-age) a piece of stakeholder engagement work is being planned to further identify issues and solutions in relation to mental health transition, particularly focusing on the 13-25 cohort.

- Sheffield's new mental health strategy is under development, this will further articulate the lifespan approach.

Other health services:

2.7 There has been progress to improve transitions between Sheffield Children's Hospital (SCH) and Sheffield Teaching Hospitals NHS Foundation Trust (STH). SCH and STH have made progress at individual service level to identify the reciprocal service and ensure robust transitions. They have also implemented a comorbidity transitions services to support patients with three or more conditions move into adult health services.

2.8 Next Steps

2.9 Base line audits continue to take place at SCH to establish where teams are with their transition pathways and how to progress these forward.

Young People's Services:

2.10 Our previous transitions update highlighted that some young people access support from services such as Sheffield Futures and the Youth Justice Team, which are separately commissioned.

2.11 An action was to review the different services and develop a new service model which is more integrated and supports young people from the age of 13-25 to prepare for adulthood. The aim was to have a new service model in place

2.12 began in 2018 has for September 2019.

2.13 There has been some delay to this and the review of youth and young people services is not yet complete. It is not anticipated that a final cabinet decision will be made until the Autumn/Winter of 2019, with the implementation of a new, more integrated service model in the Autumn of 2020.

Support for Vulnerable Learners:

2.14 Vulnerable Learner Review meetings are part of the local authority's offer to schools. Their purpose is to identify:

- Holistic whole-school support to the graduated approach to Special Educational Needs & Disabilities - and reduce the number of exclusions, improve attendance, reduce / remove barriers to learning and improve outcomes for children.
- Appropriate support for those pupils who are identified as a vulnerable learner and who may benefit from a coordinated package of support.
- Children who may benefit from small group intervention around their emotional health & wellbeing, friendships, resolving conflict, self-esteem and emotional regulation.
- If children need support for the next transition stage in their education. This is known as a Transition Pathway, incorporating a child-centred, strength-based meeting with specialists from CILS coordinating a package of support, over a 2, 3 or 4 year period.
- Support for pupils who have been allocated a place at the school, but are not yet on roll.

2.15 The Vulnerable Learner Review meetings provide a locality-based, multi-agency forum and decision-making body to discuss children and young people who currently have barriers to learning. These barriers could be due to factors such as:

- behaviour
- number of exclusions received
- level of attendance
- level of persistent absence
- health and / or care needs
- family circumstances

2.16 Consideration will also be given to support for pupils with Special Educational Needs and Disabilities who may require a higher level of support during key transition periods. A pilot has taken place developing the VLR Y9 pathway. This will be summarised and critiqued, and an action plan will be created outlining how this will be rolled out to all secondary schools.

2.17 Y9 paper work is in the process of being co-produced with young people, parents, and schools focusing on a person centred conversation around the four pillars of preparation for adulthood. This conversation will then be recoded onto a new template that will be integrated into the EHCP/MyPlan document and feed into the LA's new tracker system. This will provide valuable commissioning information as to the social care, health and education needs of our young people post 16. This will be part of a whole school offer to support the PfA agenda.

Transition Pathways:

2.18 The focus of the Transition Pathways is to ensure there is a coordinated approach to a child's transition involving a key worker who will hold the assessment and plan together to move towards the positive outcomes for child and family. This focused plan is generated through a strength-based meeting, coordinated by specialists, focusing on the next 3-5 years, asking questions about the future and based upon the four pillars:

- Independence (age related)
- Community (friendships and social)
- Health
- Education / Employment (age-related)

2.19 There are three clearly-identified Transition Pathways that each coordinate a package of support in different phases of the young person's life. These are:

- School Readiness: Pre- School to the end of Year 1, focusing on the child having a great start to education.
- Primary – Secondary (Y4): Year 4 to the end of Year 7, focusing on a successful transition between Primary and Secondary schools.
- Secondary – post-16 provision (Y9 Preparing for adulthood): Year 9 to post-16, focusing on preparing for Adulthood.

2.20 Each pathway follows the same process.

2.21 Vulnerable Learner Review meetings have been held in 25 schools across the city. Over 150 young people have been supported, via the Transition Pathways, to remove the barriers preventing them from engaging in their learning and having a successful transition to the next stage of their education. Discussions are already taking place with head teachers to identify more schools that will benefit from this support.

Support for children and young people with special educational needs and/or disabilities (SEND) in early years:

2.22 The Early Years Partnership process has been established and communicated to encourage integrated reviews (between the early years setting, health visiting team and parents/carers) to identify a child's additional needs at the earliest opportunity.

2.23 Further work is taking place to encourage integrated reviews. These will ensure support is put in place earlier on, and information gathered about our early years cohort which will help identify future needs and support commissioning.

2.24 Work is also taking place to develop reports and new processes to ensure every primary school receives details about their SEND cohort of new admissions. The aim is to provide all primary schools with information in advance of admissions in September 2020.

Education, Health and Care Plans:

2.25 Work is taking place to improve the quality and timeliness of EHC Plans. There has been considerable improvement in the last six months but issues remain with:

- Ensuring compliance with the annual review process – this is being closely monitored with actions implemented to improve. These include: weekly annual review case surgeries in the SEND Statutory Assessment & Review Service (SENDSARS); a new checklist to triage EHC plans; and a RAG rating to help identify who should attend specific reviews and from which service.
- Ensuring coordinated social care involvement.

3. Our ask of the Board

- To support the system to assist the improvements required, including better coordination with social care and a clear pathway.
- To note the updates within this report and to be provided with a further opportunity to update the board on transitions and other SEND improvement work.

Appendix

The below actions were included in our previous update to the Board on transitions:

| Action | Update |
|---|---|
| Improve transition from children to adult social care - a pathway plan in place | Scoping exercises have been completed focusing on mapping referral and transition points. A paper has been compiled for PLT outlining concerns and challenges that exist, with suggested solutions. |
| 0-25 team to begin working with young people from the age of 14/year 9 (currently 18) | The team now work with YP from age 16. Confirmation is required when this will be reduced to age 14, detailing roles and responsibilities. |
| Establish the Cross City Transition Steering Group | This is now up and running with representation from the LA. |
| Develop guidance to support education providers to utilise EHC plans and MyPlans to prepared young people for adulthood | This is currently being co-produced. City wide training will take place late summer or early autumn. |
| New young people service model in place | This review is still ongoing with the expectation to be Completed in Autumn 2020. |
| Preparing for Adulthood Programme Manager develop a review process for the year 9 Vulnerable Learner Review | This is in process of being completed and will be part of the city wide training. |
| Recruit specialist workers to embed the Vulnerable Learner Review process | Three additional specialist SEND workers are being recruited into the VLR process. Their remit is to work with complex young people. This requires further clarity around roles and responsibilities and defining this specific cohort of young people. |
| Preparing for Adulthood project team in place | This team is now in place, and has representation from Health and social care. This is designed to develop a framework and structure, pulling together different strands of the PFA Programme using a collaborative approach. |