

Preparing for Adulthood Demonstration Site

Evaluation Report

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Introduction

The Delivering Better Outcomes Together (DBOT) consortium is funded by the Department for Education (DfE) to provide specialist advice, training and support to professionals and practitioners implementing the SEND reforms. The consortium is made up of three organisations; Mott MacDonald, National Development Team for Inclusion (NDTi) and Council for Disabled Children (CDC) who together deliver a range of support to help improve understanding, build confidence and support best practice in relation to the reforms to SEND provision.

The Preparing for Adulthood programme (PfA) is part of DBOT consortium and is delivered by a partnership between NDTi and CDC. The PfA programme brings together a wide range of expertise and experience of working with young people and families, at a local and national level and across government, to support young people into adulthood with paid employment, good health, independent living options and friends, relationships and community inclusion.

As part of the 2016-17 DBOT programme, eight¹ sites across England were selected to receive support to make further progress in PfA and to show what is possible in delivering the PfA agenda. The intention was to develop exemplar practice across England and for these sites to be able to showcase best practice so that all authorities can learn from and replicate them. In April 2016, eight local authorities that were already demonstrating good practice in two or more of the following areas were selected to become demonstration sites:

1. Local Offers around PfA
2. Education Health and Care (EHC) Plans around PfA
3. Progress on integration and strategic joint commissioning
4. Strategic engagement of parent/carers and young people
5. Employment and paid work for young people
6. Progress on personal budgets and personalisation

Each site was allocated up to 12 days of consultancy support from the PfA team in the period up to March 2017 to enable them to further develop their areas of good practice. The support was tailored to the individual sites and their requirements, but included

¹ A further site was identified in the East Midlands region. Due to a number of changes happening in this area, a decision was made not to continue as a demonstration site and instead support was provided around developing and implementing the vision for PfA

provision of training, facilitation of events, facilitation of development days and support around developing processes, for example developing pathways.

The sites (one in each of eight regions) and their identified priority areas were:

Site	Priority areas
B&NES	EHC plans, Employment
Cheshire West and Chester	Local Offer, Employment, Personal budgets
Dudley	Local Offer, EHC plans, Engagement
Hertfordshire	Integration/joint commissioning, Engagement, Employment
Kingston and Richmond	EHC plans, Integration/joint commissioning, Engagement
Leeds	Local offer, EHC plans, Engagement
Newcastle	EHC plans, Employment, Personal budgets
Portsmouth	EHC plans, Integration/joint commissioning

Demonstration site aims

The overall goals identified for sites working on the priority areas were:

Local Offer - That each demonstration site has a clear and accessible Local Offer which meets the requirements set out in the Code of Practice and can demonstrate good practice.

EHC plans - That each demonstration site can provide evidence of Person Centred EHC plans developed through engagement with young people with SEND and their families and which raises aspiration and supports them to have a good life.

Integration/joint commissioning - That each demonstration site has the capacity to lead or develop sound Integration/Strategic Joint Commissioning that can provide and sustain a method for two or more partner agencies to commission collaboratively in order to secure better outcomes for a defined population than either can achieve on their own.

Engagement - That each demonstration site has or will develop strategic engagement with parent/carers and young people to ensure that they have a voice and are represented in strategic planning about services and provisions that will effect children and young people with SEND and their families.

Employment - That each demonstration site is committed to improve employment outcomes for all young people with special educational needs and disabilities and those who are NEET by ensuring that they are at the heart of their employment, economic, housing, personal budget and commissioning strategies

Personal budgets - That each demonstration site is committed to the provision of a personalisation agenda ensuring that individuals are central to the process of identifying their support needs, and have choice and control around how that support is delivered and managed. Each site must also demonstrate that they can provide clear guidance on the flexible and creative use of personal budgets in order to meet the agreed outcomes in a support or EHC plan.



Evaluation

As part of the demonstration site programme, an evaluation of the programme was conducted to:

- a) identify outcomes achieved;
- b) understand how and why demonstration sites have made progress towards outcomes; and
- c) identify lessons and key learning, and their transferability to other local areas.

The evaluation was conducted by the NDTi Research and Evaluation team. The team members conducting the evaluation had no involvement with delivering consultancy support to the eight sites and operated independently of the PfA team. The evaluation has involved the following activity:

1) Developing 'context, mechanism, outcome' (CMO) maps

This involved a session with key people in each of the eight sites (July to September 2016) to:

- Identify the issues to be addressed/change needed in each priority area
- Agree local desired outcomes in each priority area
- Map the contexts or circumstances that will have an impact on progress
- Discuss the mechanisms/activity planned or needed to deliver the outcomes
- Identify indicators of change and the data or information needed to measure change

Following the sessions, a CMO map was developed for each site (see Appendix A for the eight sites' CMO maps) and an outcome data grid summarising possible sources of data for each agreed outcome was completed for each site. This was summarised in a single document (see Appendix B) and shared with all sites.

2) Interim questionnaire

A questionnaire was sent to each site to complete mid-way through the project (October to November 2016) to identify and capture early signs of change and progress towards agreed outcomes. This included update on activity, outputs, signs of change, evidence of change and reasons for no/limited progress. An interim evaluation report summarising early signs of change within the eight sites, was written in November 2016.

3) Site visit

In February to early March 2017 a fieldwork visit was conducted with each of the eight sites. The visits consisted of a range of one to one semi-structured interviews and focus groups with those leading or delivering the projects, health, education and social care professionals and practitioners working in the priority areas, parent/carers and young people, and a number of observations (e.g. Strategic Commissioning Group meeting, Parent Carer Forum meeting, young people's project). The purpose of these fieldwork visits was to reflect on progress towards agreed outcomes (what has changed, what is starting to change) and to collect information to evidence the change. The evidence collected included secondary data e.g. reports, event feedback/evaluation, monitoring and case studies, as well as the primary qualitative data described. The depth of the fieldwork visits varied. In a small number of sites we were only able to speak to one or two leads, in other sites we were able to conduct a mix of one to one interviews, focus groups and observations with a wide range of individuals. It should be recognised that for those sites where we only spoke to the leads, we have not benefited from hearing from a range of perspectives.

It should be noted that as most of the fieldwork visits were carried out in February and the demonstration site programme continued until the end of March, some of the sites continued to make progress which we have not been able to reflect in this report.

Overview of the report

The purpose of the demonstration site project is to show what is possible in delivering the PfA agenda and to develop exemplar practice so that all authorities can learn from and replicate them. This evaluation report therefore describes some of the outcomes achieved in each priority area, and importantly identifies the key factors in supporting this change. In order to show what's possible and to inspire other local areas, in each of the six priority areas we have identified a small number of specific examples of progress or change from the eight sites and presented them as case studies. Case studies have been selected to illustrate a range of examples, and where sites have not been included this does not mean that progress has not been made in that area. In addition, some sites have made progress in areas that were not identified as their priority areas and where we have come across particularly interesting examples we have included these. Examples selected are those where there is some evidence – sometimes emerging evidence and sometimes based on a small number of views or perspectives – to demonstrate progress towards outcomes. It should be recognised that although the overall long-term impact in all of these areas is to improve the lives of young people as they prepare for and enter adulthood, the outcomes described in this report include outcomes for young people, parents, professionals and practitioners, and also outcomes in terms of attitudes, processes and organisational change.

A number of learning examples are also being produced to showcase examples of good practice in the six priority areas.

The report is structured around the six priority areas followed by a section which identifies factors that cut across priority areas to support and enable change in delivering the PfA agenda.



1. Education Health and Care Plans around PfA

Education Health and Care (EHC) plans is the area that the highest number of the sites identified as a priority area, undoubtedly reflecting the very significant change that the introduction of EHC plans has brought about as part of the SEND reforms. There has been a significant amount of activity in this area among the sites, in a wide range of ways. This has included reviewing quality of plans through audits, moderation and reviews; reviewing paper work including both the format of the plans themselves and the format of reviews and supporting documentation; running training and information sessions for staff, parent/carers and young people; developing tools, guides and packs to support or prepare parent/carers, young people and staff for the process and the meetings; development of new processes such as multi-agency meetings or the introduction of new posts or roles; and exploring processes for using information from EHC plans to inform commissioning.

The examples shown below describe three different approaches that sites have taken to make progress in this area. In Newcastle they have been working on revising the format of the EHC plans for PfA, in B&NES they have introduced a new job role to support the EHC plan process and in Leeds, among other changes, they have taken a range of measures to ensure the ‘golden thread’ – linking outcomes, aspirations, needs and provision – is embedded with the plans.

Redesigning Education, Health and Care Plans in Newcastle

Newcastle have been working on reviewing and redesigning their EHC plan format. Recognising the limits of the existing EHC plan format in focusing on PfA outcomes, responding to parent feedback and the findings of the local authority commissioned independent research with young people around PfA, a working group was established to come up with a potential new EHC plan formats. The working group included schools, colleges and training providers. Further extensive consultation was undertaken with parents and young people in special schools, Specialist College and training provision to develop the final format.

The young people were enthusiastic about re-designing the EHC plan forms and made comments on the original format which included:

“Curved boxes look less important”; “the font [Comic sans] is babyish”; “‘My Story’ sounds like it’s made up like something for English [in school]”; “Why do you need all this information?”; and “How do we know how much to write?”

Using the young people's input, the first draft of a new format was developed and taken to the SEN Network and Parent Carer Forum, who were keen that reviews (for older young people) should include a much broader focus, not just considering education, which looked beyond the next key stage to adulthood.

The new EHC plan format uses the headings chosen by the young people for Section A of the plan:

- What I want to achieve in my life – my dreams and wishes
- My interests and what I like to do
- What are my strengths?
- A bit about me and my family

Importantly, other sections of the plan now use headings based on the four PfA themes: living as independently as possible; employment and the world of work; community and social involvement; health needs related to SEND; and family and community life. Each section includes both long term aims and short term outcomes.

This new EHC plan format is now in use and being piloted with around 60 young people, in different age groups and settings, with training for staff at pilot schools and colleges. Education providers and other staff involved in the pilot phase are asked to fill in forms to provide feedback on the new format. Response so far has been very positive, comments include:

“It helps structure the discussion with the young person”; “It prompts discussions with other professionals like social workers”; and “Parents’ attitudes change – they become more aspirational when they can see the options.”

Subject to the feedback, the aim is to use it with all year 11 young people with SEND from September 2017.

Initially there were queries from some professionals about the legality of the rewording of the EHC plan, which was checked and is legal. There were also some queries raised by educational psychologists and health professionals regarding the writing of advice and information reports under the PfA outcomes. These queries were addressed through training.

Key to supporting change:

- **Co-production with young people and input from Parent Carer Forum**
- **Good contacts with schools and colleges enabled the focus groups discussions**
- **Starting with a pilot**
- **Having a process for testing and feeding back**
- **Providing training to support the change**

Embedding the four PfA outcome areas into the EHC plan is a significant change. Other sites have also looked at incorporating the PfA outcomes into key parts of the EHC planning process: Leeds have included prompts about the four PfA outcome areas on the annual review template; Portsmouth are likely to recommend using a format similar to Newcastle's subject to the outcomes of a current audit of EHC plans by their PfA Group; and Dudley's EHC plan Task and Finish group (an inter-agency, multi-disciplinary group which includes parent carers) have agreed that the four PfA outcomes are a key principles for an improved EHC plan.

SEN Practitioners in Schools in B&NES

Under a pilot project funded to 2018, B&NES has created new roles for 3 SEN Practitioners to be based in schools. The aim is to test whether the bringing local authority staff into the school setting will improve the quality of EHC plans.

With their understanding of the pathways and knowledge of what is available locally for young people, the practitioners can work alongside school staff to implement the local authority's vision of person-centred EHC plans. The practitioners are able to liaise with other professionals on site therefore improving the quality of information the plans are based on.

Having a school presence allows the practitioners to meet with the young person and their family together with the tutors who are leading on educational outcomes, before they prepare the plan. This direct contact also improves access to good quality advice, as the practitioners can discuss the different provision and support that is available locally.

There are wider benefits to the approach, in terms of supporting young people in transition: school-based practitioners can make earlier referrals to the transition panel, provide better information about what that means and how it can be accessed, and the local authority can begin to make an earlier assessment about what their likely need and entitlement will be.

Key to supporting change:

- **Cross-agency working**
- **A process which promotes the involvement and voice of young people and parents**

Embedding the 'Golden thread' Linking Aspirations and Outcomes in Leeds

Leeds have introduced a number of measures all aimed at embedding the 'golden thread' in EHC plans, ensuring that the young person's aspirations run throughout the EHC plan clearly linking to outcomes and provision:

- As part of a staff away day all staff involved in the EHC plan process had a training session focusing on the golden thread
- The golden thread is a focus of both team meetings and one to ones
- The golden thread is included on SEN casework officer's individual appraisal targets
- The EHC plan moderation sheet has been amended to include a specific prompt about the golden thread

Although in themselves these are relatively small changes, together they have had the effect of starting to really embed the concept among staff working on the EHC plan process

"The golden thread is really becoming embedded throughout and part of the culture - people know what the golden thread is."

The EHC plan moderation process that Leeds undertake has started to show the plans are improving. As Leeds conducted a comprehensive audit of 90 EHC plans in 2016 which focused on the PfA outcomes they have a good benchmark against which to measure progress. They will be repeating the audit in May to June 2017 and this will enable them to be clear about the impact of the work done so far aimed at embedding the golden thread and the importance of aspirations.

Key to supporting change:

- **Acknowledging that attitudinal and cultural change can happen and that action can be taken to influence it**
- **Taking action at multiple levels**
- **Having a process to measure change**

Most of the sites report that they are seeing signs of changing attitudes and a culture shift towards the importance of linking aspirations to outcomes. Leeds activities have focused on practitioners and professionals, and other sites have run training for staff and professionals in this area. Kingston and Richmond have done work around supporting young people to understand that aspirations are at the forefront of the plan.

While some significant progress has been made in this area, ultimately the impact that all sites want to see is EHC plans that work to support young people in their preparation for adulthood and to realise their aspirations. Most of the sites have processes in place for monitoring the quality of EHC plans and it will be important to use these to measure the

impact of the changes they have made in the longer term. While some sites have started exploring processes for using information from EHC plans to inform commissioning, none of them had made significant progress at the time of reporting.



2. Strategic engagement of parent/carers and young people

Across all of the sites there was evidence of the engagement of parent/carers and young people at a wide range of levels. Parent/carers and young people's engagement featured across all of the priority areas and, as described in the relevant sections, is frequently a key factor in supporting change.

As it became clear that sites are adopting very different approaches to the engagement of parent/carers and the engagement of young people, we look at these in turn.

a) Young people

The examples described in this section illustrate three very different approaches to the engagement of young people. Hertfordshire have introduced a new programme to train young people as commissioners; in Portsmouth young people have been developing and delivering training for professionals; and Kingston and Richmond have been building on a strong history of engagement with young people to develop their strategic engagement as part of the development of a children and young people's participation strategy.

Young Commissioners in Hertfordshire

"We're excited and proud about the Young Commissioners"

In Hertfordshire, Children's Services, 0-25 SEND Commissioning Team have trained college age young people with a range of moderate to severe special educational needs or disabilities to be Young Commissioners.

The scheme is funded jointly by both CCGs and Children's Services. This innovative scheme which started in Spring 2016 has involved training 18 young people to become Young Commissioners. This has included a series of training modules for the young people e.g. understanding the commissioning cycle, and visits to commissioned services, e.g. the short breaks service. The Young Commissioners receive a qualification and certificate and they get paid for every hour they work.

Now the Young Commissioners have been trained, Heads of Service inform the Head of 0-25 SEND Commissioning when there is something they want the Young Commissioners to be involved in. This has fed into a plan for 2016/17 which sets out what they are going to be involved with including: a new Young People's shadow board; re-commissioning of

overnight short breaks services – service specification and tender; reviewing the Local Offer; designing the service specification for Wynchlands (see case study in section 3 below); review of homecare service and design of new service.

The planned programme for the Young Commissioners for 2016/17 provides clear evidence of the opportunities for the voice of young people to be strategically engaged, through the Young Commissioners being involved in key strategic boards and groups. While it is early days to see the impact of Young Commissioners involvement, anecdotal feedback from the Young Commissioners is that they really enjoy their involvement and feel that they're genuinely being listened to. It has also increased the self-esteem for some of those involved including for one young person who has gained a lot of confidence and now gives talks about being a Young Commissioner at events with professionals. The Young Commissioners scheme has been recognised by Ofsted as good practice. As it has worked well, they will be running another round of recruitment and training this year. Part of the recruitment process will be to reach out to school age children with SEND to ensure a wider reach of Children and Young People.

A film about the Young Commissioners can be found here:

www.youtube.com/watch?v=YBThHDkEsaA&feature=youtu.be

Key to supporting change:

- **Genuine opportunities for involvement of the Young Commissioners, not just lip service to engagement**
- **Having resources dedicated to it – as well as paying the Young Commissioners, colleges are given funding to fund 0.5 days of a member of staff to support the Young Commissioners**
- **Being jointly funded by the local authority and CCGs**
- **Having to report on and demonstrate how they have given young people a voice and how they do co-production**
- **High quality training and support for young people**

Young Person Led Training for Professionals in Portsmouth

Dynamite is a group for young people with SEND which aims to make sure that young people with a disability get to have a say in how things are run.

Dynamite has been working with Leonard Cheshire to run training days designed and delivered by young people for professionals. In December they ran a training day on the theme of 'Listening to young people'. The training day included: professionals describing what they do without using jargon; a theatre piece around bullying; table discussions on barriers to young people having their voice heard and how to overcome them; and a question and answer session for professionals to ask young people.

Sixteen professionals attended the training including health professionals, SEND advisers, college learning support, SENCOs, Independent Supporters and Educational Psychologists. The evaluation of the training was really positive; professionals reported benefiting from hearing from young people and feeling that it was genuine and not tokenistic.

Dynamite have another training day planned and hope to develop this further, including being in a position to pay young people to deliver the training.

Dynamite is also running a new Young Inspector scheme where young people with a disability visit services for young people and are supported to write reports on those services. Young Inspectors are also reviewing and providing feedback on individual pages of the Local Offer.

Key to supporting change:

- **Being genuinely young people led**
- **Well trained and supported young people**

Young People's Engagement in Kingston and Richmond

Kingston and Richmond have a well-established forum of young people who are regularly involved in co-production and other activities that are designed to promote and strengthen their voice. Co-production is embedded in the work of the authority, and young people are regularly invited to contribute to improvements in the way that services are delivered.

These areas of activity are far-reaching, and include making information accessible, raising awareness, joint-commissioning and training, and staff recruitment. For example, the Young People's Recruits Crew have recently been involved in the recruitment of PfA EHC plan Co-ordinators. Young people's involvement at a strategic level has also been increasing; they are involved with the Local Offer Development Group, Integrated Service for Children with Disabilities Management Board and Kingston All Age Learning Disability Programme.

Young people are supported to participate in whatever capacity they are comfortable with, and form supportive relationships with one another. Within the group, there are many examples of young people who have developed their confidence over time with support from the Participation and Engagement Officer and from their peers. As a result, they have been empowered to chair recruitment panel discussions, or make presentations about their personal experiences to large audiences.

Key to supporting change:

- **Building on a strong history of young people's engagement**
- **High quality support to enable young people to participate**

Although these are very different approaches and have different aims, there are some common factors that are key to making it work: young people being well trained and supported; genuine opportunities with direct channels to professionals delivering and making decisions; and young people's contributions being respected and valued.

b) Parent/carers

All of the sites have active Parent Carer Forums and productive relationships with them. The examples described below, Dudley's 'Working Together for Change' and 'EPIC Leeds' provide good illustrations of how a Parent Carer Forum can become engaged with strategic processes. In Dudley, the example describes what has worked well in the process of setting up and supporting a group that has recently formed, and in Leeds the example demonstrates the strengths of a building these relationships over the long term.

'Working Together for Change' Parent Carer Forum in Dudley

'Working Together for Change', Dudley's Parent Carer Forum (PCF), has been active for three years. It is supported by an employed officer from Dudley Council for Voluntary Service (CVS) who is funded jointly by the local authority and CCG.

During this time the PCF has been involved in activities to influence services for young people with SEND. PCF representatives have been actively involved in the Transition Task and Finish group which includes local authority staff and four colleges. PCF representatives on the Transition Task and Finish Group have been instrumental in getting one of the four mainstream colleges to recruit additional SEN staff, which has resulted in increased attendance. Having pushed for seamless children's/adult services to support transition, PCF representatives believe they have influenced the decision to co-locate the Children with Disabilities Team with the Adults and Transitions Teams, soon to take effect.

Having pushed for seamless children's/adult services to support transition, PCF representatives believe that by working with Dudley MBC, including through a joint visioning event, they have influenced the decision to co-locate the Children with Disabilities Team with the Adults and Transitions Teams, which has recently taken effect.

Council staff and partners have started to engage the PCF in discussions to co-produce service improvements. Twelve parent carers participated in a facilitated, visioning session on the Whole Life Disability Service in January 2017. The report on this stated that:

"Parents made a real contribution, engaged well and were realistic. It was an absolute pleasure to participate in such an event in co-production with parents. What parents are looking for is a seamless quality service, to have choice and a stronger voice"

Following this success, the Forum received an open invitation from the Local Offer Working Group to participate in a visioning session with a view to co-producing the new Local Offer.

Key to supporting change:

The members of the PCF highlighted five important enablers for their effective engagement:

- **Launching the PCF with an agreed role and expectations**
- **The Transition Task and Finish Group listening to and valuing parents input**
- **The PCF's pro-active approach to the wellbeing of ALL children in Dudley (not just their own)**
- **Building on success – e.g. from the Transitions Task and Finish Group**
- **Support from an independent and impartial facilitator (employed by Dudley CVS) who has day to day contact with the local authority and CCG so can 'make things happen'**

EPIC Leeds

EPIC, Leeds' PCF, are well established having been running for 8 years. They have a paid part time co-ordinator, a voluntary Chair and a large membership.

Between the Chair, the Co-ordinator and other members, EPIC have representation on or are involved in the following strategic boards, groups and processes:

- Complex needs partnership board
- Short breaks steering group
- Short breaks commissioning process
- Carers strategy board
- EHC plan moderation group
- Preparation for Ofsted and CQC
- Children and families implementation board
- Various subgroups of these boards and groups

This strategic engagement is supported by the activities EPIC run to engage with parent carers across Leeds. They run fortnightly soft play sessions in a local soft play centre. These soft play sessions serve two purposes – they are a chance for parents to come together and provide peer support, and they also provide an opportunity for the EPIC Chair and Co-ordinator to hear parent/carers concerns and to get wider parent/carers views to feed into consultations. They have started monthly trampoline sessions working along the same principle, which are attracting parents of older children.

EPIC run monthly 'State of Leeds' events where parent carers get to say what's good and what's not good. They have professionals in different roles attend each month to hear the views and respond to them. From these events they produce an annual report, which

charts progress and identifies what else needs to improve based on parent/carers and young people's experiences of SEND services. EPIC communicate with parents through a newsletter, and Facebook and have 3,500 people on their mailing list.

Both the EPIC Chair and members of a commissioning panel report the tangible difference that EPIC's input has.

"Our views are actually wanted and things happen differently because of our input." EPIC Chair

"What's not to love? We're here for parents and carers and children and young people – we need to know if it meets their needs" Member of Commissioning Group

Key to supporting change:

- **Parent carers being treated as equals including open and honest two-way communication** *"We're working with them, not fighting against them, it's not about a battle of who comes out best"* EPIC Chair *"Make sure you're doing it with, not doing it to."* Member of Commissioning Group
- **Being genuine** *"It's not just ticking boxes, it has to be meaningful, it has to be done properly – if it's not you'll soon get found out"* Member of Commissioning Group
- **Time, both to plan and to build trusting relationships** *"You have to do it right. You have to plan in advance – you need to prepare people, build them up, it takes time and preparation. You can't do it quickly, it's about the relationships that develop."* Member of Commissioning Group
- **Having a way to gather parent carer views, meaning they are representing wider parent carer views**
- **Having meetings that fit in with school times**

These two examples show some useful learning, both from the perspective of a more established group sharing what they have learned over time, and from the perspective of a more recently formed group sharing what has worked to establish a new group.



3. Progress on integration and strategic joint commissioning

The priority area of integration and strategic joint commissioning around PfA has been an area where some sites have struggled to make progress. While the personal budget priority area below describes some progress towards joint commissioning at an individual level, this priority area specifically focuses on joint commissioning at a strategic level. This case study from Hertfordshire describes a successful example of an agreement for provision for young people that will be jointly commissioned by education, health and social care.

Wynchlands: An Example of Joint Commissioning in Hertfordshire

Wynchlands is a planned 5 bed, 52 week residential home for children and young people with autism spectrum disorders and/or learning disabilities that have challenging behaviour who otherwise may be in an out of area residential specialist school or setting. Within the last few months the Head of 0-25 SEND Commissioning in Hertfordshire has successfully got an agreement in place for this to be funded between health, children's social care and education with all three signing up to clear integrated commissioning intentions.

The case for this joint commissioning was made on the basis of detailed analysis of data on current costs to health, social care and education of children and young people in out of area placements. Support for the funding and development of Wynchlands has been gained through demonstrating long term benefits for children and young people accessing local provision, and savings.

Wynchlands is due to open in August 2017. Young Commissioners (see Section 2 above) are involved in the service specification and procurement process. There is already high demand for places and parents are asking for similar provision in other areas of the county.

Key to supporting change:

- **Well researched, good understanding of current needs, challenges and a good use of data to make a convincing case *"The devil is in the detail – understand the population, the needs, the costs, set out the benefits and the efficiencies"***
- **Ensuring it doesn't feel like a local authority strategy – education, health, parents, and young people need to know it's genuinely joint**
- **Being underpinned by an integrated 0-25 SEND Commissioning strategy in Hertfordshire**
- **Understanding the cultures of the different organisations, having a good understanding of the different statutory duties of services and organisations**
- **Good relationships**

The other sites who had identified this as a priority area did not make significant progress in this area. Challenges that the sites identified included a lack of clarity around what different funding sources can legally fund, and different agencies not working to the same outcomes. Learning from Hertfordshire shows that having an integrated commissioning strategy is important in facilitating joint commissioning. It seems that where this does not exist there is greater ground to cover in terms of building relationships and processes between agencies.



4. Progress on personal budgets and personalisation

Two of the sites, Cheshire West and Chester and Newcastle have been working on the priority area of progressing with personal budgets. As with joint commissioning, this is an area where the sites have been challenged in making significant progress, however Cheshire West and Chester describe a number of activities and approaches that have supported progress in this area.

Personal Budgets in Cheshire West and Chester

Although there was already some use of personal budgets (PBs) by individual services in Cheshire West and Chester, becoming a PfA demonstration site has enabled them to work on developing their PB approach, particularly focusing on integrated PBs with 2 or more sources of funding pooled.

The approach to pooling budgets was initially tested with 7 – 8 young people who already had personal budgets (mainly from social care). This was supported by a PB workshop, facilitated by NDTi with 17 delegates from a wide range of services (social care, education, DWP and local authority finance). This was well received with 82% of participants saying that the event gave them ideas of changes they could make.

This has resulted in a first cohort of 5 – 6 young people with SEND aged 14 and over with integrated personal budgets, which are linked to person-centred plans.

Families like the move to integrated PBs especially in complex cases. As a council officer put it:

“They feel it’s now about finding the right place and provision [for a young person]. There is less bickering [between services] so they are not worried about who’s going to pay”.

Individual stories tell how the integrated PBs have affected young people’s lives. One young man was at a residential special school out of the county. He showed very challenging behaviour, was deeply unhappy and was self-harming. He was brought back to the area to live with his grandparents and has now used a pooled PB to take part in a range of groups and activities which have developed his skills, confidence, and communication. He now says:

“I like my groups, I have friends, I do outdoor activities with the boys to make me healthy. Cooking – I like that, it’s good – and when I go out I don’t feel funny anymore”. His nan adds: “I thought he was unteachable - boy am I wrong – he just needed the right environment to feel comfortable and look what he has achieved”.

Key to supporting change:

- **Running a pilot and starting small**
- **Multi-agency working – CAMHS nurses, Learning Disability nurses and Family Support Workers working together with social workers on person-centred plans, funded by pooled budgets**
- **Being an NHS England Integrated Personal Care (IPC) pilot which has meant that the CCG has the tools and processes in place for PBs**
- **Having a Designated Clinical Officer and Designated Medical Officer posts who are very engaged in PfA**

The idea of using a pilot for developing a new personal budget process is also one that has been adopted in Newcastle. Having not made the progress they had hoped in 2016, they are now taking a new approach, planning to pilot pooled budgets with 4 or 5 young people in year 13. A new Task and Finish Group for the pilot was set up in January 2017 and will work with staff from the services involved to learn from the pilot, including about financial processes, monitoring and cost efficiencies.



5. Employment and paid work for young people

A significant amount of activity has taken place during the period of the demonstration site programme in the area of employment and paid work. Most of the sites were building on work they have been doing over a number of years, so came from a good starting point. Some have made significant progress in terms of increasing the number of young people supported through supported internships, supported employment and supported work experience and other sites have introduced new schemes or projects. The three examples described all show how the sites – Newcastle, B&NES and Hertfordshire – have brought in new projects or made changes to existing projects in order to complement the employment support that is already working well and to reach new groups of young people.

Improving Employment Support in Newcastle

Newcastle saw being a PfA demonstration site as a chance to improve aspirations and opportunities for employment for young people with SEND. The Employment Working Group – made up of young people and parent carers as well as professionals – leads this overarching priority. Early discussions at the Working Group and a Healthwatch survey of the EHC plan process showed that young people and parent carers did not feel that schools and other professionals had aspirations of work for young people.

A specific PfA aim was to increase the number of young people helped into employment through supported internships as there is evidence that this route is more likely to lead to sustained employment. Newcastle used an Employment Support Grant (ESG) to establish 'New Venture' as a specialist organisation to: change the discussion in schools to consider employment as an option; have a more varied employment offer; improve information about supported internships as a route into employment; and engage employers.

The first group of 12 young people started supported internships with New Venture in September 2016. Eleven of these are still engaged, with one leaving to take a job. In addition, more employers from all sectors are offering supported internships.

One young person, who has a learning disability and ASD is funded via an education personal budget with a community arts organisation. He is using his impressive drumming skills to play music with others, including the public, and has completed his Bronze Arts Award. He is being supported to achieve his aim of becoming self-employed and teaching drumming

"It's real learning here, not like school which was just academic and no use to me"

Key to supporting change:

Several factors have enabled these achievements and partners from Newcastle stress that it is important they are all in place. The main enablers have been:

- Using the employment support grant to set up a specialist employment organisation
- A new EHC plan and pathways to employment map both co-produced with young people
- A specific New Venture staff member for employer engagement to secure supported internships likely to lead to employment
- Recognising that employers often want to see work experience before offering internships and so developing this – and buddying support from employees through New Venture
- Collaborating (rather than competing) with other work experience/internships providers
- A new Local Offer, which started with reworking the employment page

B&NES: Employment Inclusion and the SuRE Programme

Within B&NES, the outsourced Employment Inclusion service has been developed to support more young people. They were already supporting two successful Project SEARCH sites with 32 young people currently employed at the local hospital and many others within the council. The project consists of a team of job coaches to support people into employment. At the same time, Bath College has created the Supported Routes into Employment (SuRE) programme to support young people with autism who, despite having academic qualifications, were having significant difficulties getting paid work. The SuRE programme offers bespoke support and this is largely provided outside a classroom. Access to work placements in line with their aspirations are found by the Employment Inclusion service and this team also helps the young people overcome barriers in the workplace.

Working in partnership with Sirona's Employment Inclusion service, the local FE College is able to offer a wide range of placements both through Project Search and the SuRE programme.

These developments, along with the building of an employment network and a business advisory group for Project SEARCH have helped the development of a local employment pathway showing the routes to employment. This has been included in the Local Offer known as the Rainbow resource.

Key to supporting change:

- **Having a range of options to suit young people's needs**
- **Good partnership working**
- **Willingness to adapt to meet needs**

Developing Employment Support in Hertfordshire

Hertfordshire have a history of providing support for young people to get into paid employment, and over the last year have continued to develop a number of projects and introduced new ones.

In 2016, 23 young people were supported into work by the Youth Connexions supported employment team – 15 of these part time and 8 full time. The supported employment team have also secured jobs with a number of new local employers.

Supported internships have also increased. The target doubled for 2016 from 5 young people in each of the four colleges, to 10 young people. Three of the colleges met or exceeded this target with one supporting 10 young people, one supporting 12 young people and one supporting 16 young people in supported internships.

In addition, Youth Connexions have started trading supported work experience in a school for students with Social Emotional and Mental Health Difficulties. They have worked with 8 young people, some with particularly complex needs. Although it is early days, the school involved is pleased with the outcomes so far.

In one example a young man in year 11 who has severe autism and a passion for films has been supported to do work experience for one day a week at a film archive and museum. Initially the employment adviser accompanied him for the whole day, now he no longer needs someone with him the whole time and the employment adviser just goes in to visit. The benefits are clear to see for the young man, the school, his parents and for the museum:

“He loves it, he’s developing relationships out of school, his parents are ecstatic, the school says he’s engaging in school better and the museum benefit from his help.”

The developments in this work around supporting young people into employment has been supported by the development of a training programme which has included training supported employment staff to the National Occupational Standards, training of 12 staff from the four FE colleges and two schools in systematic instruction, and there is a plan for a train the trainer programme to be developed to sustain this.

Key to supporting change:

- **Building relationships with employers - becoming known and respected by them**
- **Time - building on several years of delivering employment support**
- **Committed staff**

Supporting young people into paid employment is an area of strength for some of the sites and they are making clear progress in increasing the numbers of young people who are engaged in supported employment and supported internships, and in broadening the range of support provided. Several sites identified that work around raising aspirations needs to run alongside any work on increasing employment participation – that is aspirations of young people, parent/carers and of staff working with young people.



6. Local Offers around PfA

The sites working on the priority area of developing their Local Offer have had a mix of experiences. While none of the sites feel they have got there yet with having a Local Offer which is the “go to” place for parent/carers or young people for getting information around PfA, there has been some positive activity and useful learning.

Developing the Local Offer in Leeds

In Leeds a lot of activity has taken place around gathering the views of parent/carers and young people – both in terms of specific content, and more broadly in the way they use online information.

A marketing student spent time conducting surveys and sessions with EPIC, the parent carers forum, and young people. One of the team members working on the Local Offer has met with parent/carers at the regular soft play sessions organised by EPIC parent carer forum (see Section 2 above) and an event with post-16s which included focus group sessions. This activity has led to some specific changes and improvements which have been co-produced with parent/carers and young people, for example adding videos in response to young people’s feedback, changes to specific bits of content and change to layout and presentation.

An important piece of learning has been identifying that children and young people and parents/carers use information in different ways, and that what works for parent/carers won’t necessarily work for young people. In response to this Leeds are exploring different approaches aimed specifically at young people – including app development or free and commonly used social media (Facebook, Twitter, Instagram). This is something they hope to secure funding for to develop in the coming year. They have also recognised that promoting the Local Offer needs to come from practitioners who work directly with parent/carers and young people, so they have been promoting it among practitioners, and have produced business cards and post cards to distribute to practitioners.

Leeds don’t yet know if this activity has resulted in increased use of the Local Offer – something they will be monitoring through Google Analytics as they make further changes.

Key to supporting change:

Although Leeds feel that they are still in the process of learning and developing the Local Offer, they have learnt the following useful lessons:

- You need to have the right tools for the right audience, for example use of apps and social media
- Build the Local Offer in small iterations to allow for small changes to be made over time, rather than needing a complete overhaul
- Recognise that both development of the Local Offer and marketing will be ongoing – technology changes quickly so this will never stand still

Co-producing the Local Offer and Promotional Materials in Newcastle

In Newcastle young people have been involved in co-producing the Local Offer, including a new Local Offer logo (the flying penguin) and leaflets and flier to promote it – based on raising expectations.

“Our flying penguin represents young people’s ability to do surprising things and, given the opportunity, they can reach beyond expectations. The Local Offer is there to promote opportunities to young people with SEND, so they can reach their potential and beyond!”



Newcastle report that visits to the Local Offer webpages have increased.

Key to supporting change:

- Co-production

Across the sites there have been some common challenges identified around developing the Local Offer. Sites mentioned the lack of an exemplar – they tend to look to other local authorities to learn from, and while there are different elements of good practice in terms of marketing, visuals or usability, they are not aware of one that they feel has got it right across the board. They also highlighted the limited staff time and resources dedicated to supporting the Local Offer. They recognise that to do it really well, needs time, and this will be ongoing as both information and technology changes.



Cross cutting themes: what works to support change?

The sections above have described the progress that is being made in the demonstration sites in the six identified priority areas and has highlighted some of the key factors that enable and support change in these areas. In this section we have identified a number of cross cutting themes that have emerged across sites and across priority areas as key to supporting change in the area of Preparing for Adulthood.

Leadership with vision and ambition

It is clear that to make progress in these PfA areas there is a need for leaders with vision and ambition. We heard across the sites and we hear nationally through other work, of the very real pressures organisations in social care, health and education are facing with the pressure to deliver significant changes with reducing budgets. This inevitably leads to significant pressure and can easily stall progress; something that a number of the sites experienced in different priority areas. The sites that were overcoming these challenges and making progress in this environment had leaders with vision, ambition and creativity who were able to generate positivity and optimism *“Everyone is broke – necessity brings creativity.”* This was the case both for those in overall strategic leadership positions, but also for those leading the demonstration site project; leaders need to be someone who is respected, who can make things happen in a challenging environment. We found leaders were not necessarily people who held the most powerful positions within an organisation.

Building good relationships

A key factor in the sites that are making significant progress is the presence of positive, trusting and respectful relationships. This is both in terms of the relationships between professionals and practitioners and parent/carers and young people, and the relationships between health, social care, education and voluntary sector organisations and agencies.

Good relationships with parent/carers and young people leads to genuine co-production which in turn is key in making positive progress (see below). In the sites where this worked well, people in strategic positions had personal relationships with parents and knew young people by name. This was business as usual or part of the culture, and did not need to be a concerted effort or initiative.

Good multi-agency relationships are essential to all of the areas above, but particularly the areas of joint commissioning, EHC plans, employment and personal budgets. It is not only

important that there are formal structures and processes to facilitate communication and joint working, but that the individual relationships between people are recognised as important and respected.

In some of the sites that made less progress in some of the priority areas, it was the absence of, or negative relationships, sometimes between individuals, sometimes between organisations and agencies that hindered progress. A particular strength was observed when people have been in a role for a significant time period and so have the relationships in place to draw on. Where staff had changed or there was a high turnover of staff, the absence of these relationships to draw on made progress more difficult. However, this is not insurmountable and several sites recognised the importance of actively working on and building relationships where they did not exist.

Co-production

Although the strategic engagement of parent/carers and young people is one of the six priority areas, the importance of co-production with parent/carers and young people was evident across all priority areas at both strategic and non-strategic levels. Where co-production is truly embedded as just part of the way things are done, rather than because it has to be done, the changes that have been made are more likely to be the right changes and to have a lasting impact.

Aspirations

A thread that is apparent through all of the priority areas is the importance of aspirations and the need to actively work around raising aspirations in order to support young people to prepare for adulthood. For EHC plans and personal budgets to work to support better outcomes for young people, the aspirations need to be there. For young people to take up opportunities for support to gain paid employment, the aspirations for what is possible need to be present. For the engagement of parent/carers and young people to have an impact, they need to aspire to better ways of doing things. It is not just for the young people themselves that aspirations need to be raised, but for their parent/carers, and for the education, health and social care practitioners who work with them.

Time

What was evident in this relatively short programme and evaluation, and a key message from the sites is that change takes time. While there was significant amount of activity across the sites and across the priority areas, and a lot was achieved in terms of outputs, change which leads to better outcomes for young people in their preparation for and transition to adulthood will take time to happen and to evidence. Some of the sites that

have made the most significant changes have not started from scratch but have built on and progressed what they have been doing over a number of years – including through being SEND pathfinder sites. Clearly areas across England do not all have the benefit of this history to build on or the luxury of time to make changes required under the SEND reforms. This emphasises the importance of learning from sites that have had the benefit of time and experiences to do this through sharing their learning as demonstration sites, exemplars, and examples of good practice.

Supporting change: being a demonstration site

An important element of the demonstration site project was the provision of consultancy support from the PfA team. The sites varied both in the extent to which they took up the offer of the support, with some sites using more of their allocation and others using less, and in terms of the nature of the support they requested. The support that was used included provision of training, facilitation of events, facilitation of development days and support around developing processes, for example development of pathways. For some sites, where they were developing an area they were less confident in, the ongoing guidance and support was particularly useful. Sites reported the benefits of having someone independent to facilitate events and provide an outside perspective. Sites that were particularly confident in their approaches and direction had less need for direct support but appreciated the expertise PfA leads could provide in terms of providing a national perspective and facilitating links to networks beyond their local area.

Sites reported that just being a demonstration site prompted them to move things forward more quickly or to a greater extent than they may otherwise have done, as they were keen to be able to demonstrate and share progress. There was also a recognition that having the “badge” of being a demonstration was good for their profile and was something they were proud of.

Finally, there was a broad consensus of the value of the concept of having examples of good practice to call upon. A learning event, where all of the sites came together to share their progress and experiences took place in December 2016. Sites found this particularly useful and were inspired by the examples they heard from each other, and this led directly to several sites exploring or adopting similar approaches. Areas do look to each other for inspiration of good practice in the area of PfA and implementing the SEND reforms and there is benefit in sharing learning in this way.

Summary

This report has described some of the activities, outcomes and change that has happened across the eight demonstration sites in delivering the PfA agenda over the last year. All of the sites have made progress and some have made significant changes or brought in new initiatives or projects. There has been particular progress in the areas of EHC plans, engagement of parent/carers and young people, and employment, and in these areas there is some valuable learning and examples of good practice that can be shared with other areas. In these priority areas sites need to ensure they monitor and measure the impact of the changes they have made in order to make sure they capture and can evidence the outcomes going forward. In other areas, particularly the areas of integration/joint commissioning and personal budgets, sites have found greater challenges and progress has been slower. While useful lessons have been learnt, there are fewer examples of good practice to share. It is clear from the participating sites that areas do look to each other for inspiration of good practice and there will be benefit in sharing learning from the eight sites with other local areas.

Appendix A: CMO maps



BANES PfA Demonstration Site Evaluation: Context, mechanisms and outcomes

The issue/s to be addressed:

1. A lack of consistency in quality of **EHC plans** – not all EHC plans are person-centred, have a clear link between aspirations, outcomes and support provided and have a PfA focus.
2. Good **employment** outcomes for young people with SEND are challenged by limited aspirations and understanding by schools and parents, limited/not relevant work experience and lack of sustainably funded job coaches.

Organisational context

- Hard working staff team
- Committed authority with good leadership and vision
- PfA commitment from commissioner
- Review of LA Education Services
- Low parent carer engagement
- Small authority, limited number of staff
- Poor data collection and analysis to monitor progress

Local/regional context

- Good local employment support through Sirona
- Good local practice and people on employment
- Engaged and willing partners in education sector
- SEND strategy group, LLDD Partnership Board, Transition Panel and Planning group
- Difficulties getting co-operation from schools and other agencies
- No regional PfA network
- IAG now school responsibility – less control for LA

National context

- The Care Act
- Ofsted and CQC
- Education for All Bill
- PfA programme
- Cross party focus on employment
- Demands/timescales imposed by DfE
- High Needs funding formula
- Fear of funding reductions
- National programmes not aligned – no coherent approach

Mechanisms/activity

- Workshops/training on EHC plans with workforce, parents, young people
- Development of exemplar EHC plans and personal budget case studies
- EHC plan quality assurance
- Events: options and outcomes; PfA market place
- Produce menu of college costs
- Develop employment pathway
- Business advisory committee for Project SEARCH
- Set up employment steering group
- Meetings: with economic regeneration colleagues; re Youth Connect offer

Outcomes

1. More **EHC plans** that are person-centred, developed through engagement with the young person and their family and clearly demonstrate the voice of the young person
2. More **EHC plans** that have a clear golden thread linking aspirations, life outcomes and support
3. Improved knowledge and understanding by the relevant workforce and parents, of the **EHC plan** process and what a good plan looks like for young people preparing for adulthood
4. Improved **employment** outcomes for young people with SEND
5. A clear **employment** pathway which includes improved work experience opportunities and vocational profiling

West Cheshire and Chester Pfa Demonstration Site Evaluation: Context, mechanisms and outcomes

The issue/s to be addressed:

1. Varied awareness of the **Local Offer (LO)**, which is not as accessible or user friendly as it could be and has insufficient information to allow families to make choices
2. Low expectations of and opportunities for **employment** for young people with SEND
3. Culture change needed for a joined-up approach and market readiness for **personal budgets**

Organisational context

- Staff capacity for Pfa and other programmes on top of the day job
- Disability review (social care focus) by April 2017
- Autism Strategy Group – links to employment

Local/regional context

- Links to IPC, TPC and Ofsted/CQC on SEND reforms
- Low understanding and appreciation of gifts of young people with SEND
- Lots of action plans!
- Colleges facing massive challenges (some in special measures) e.g. on EHC plans

National context

- Cuts in public sector finance (LA and NHS)
- Uncertainty about policy changes/U turns
- NHS 5 year forward view (2 years in)
- Increasing demand from young people with life-long disabilities
- Google setting the bar for IT/website access

Mechanisms/activity

- Meeting on 1 Aug with LO site providers (Open Objects) to develop LO action plan
- Link with YP, parents and carers focus groups for input to changes to LO site
- Draw on NDTi support to achieve Pfa focus and share LO as being 'good around Pfa'
- Re-establish key links e.g. with colleges and employer organisations, through SEN team
- Hold employment workshop – inclusive of all stakeholders – probably in October 2016, with outputs to include Employment Strategy and Action Plan and Champion Employers
- Develop person-centred common planning and joint assessment tool/process (for PBs)
- Agree targets for numbers/increase of personal budgets for young people with SEND
- Work with practitioners on skills for person-centred planning for ownership of the process
- Link to IPC pilot e.g. especially for integrated tool, online training, coaching and mentoring

Outcomes

1. A **Local Offer** which is a simple, easy to use and visually exciting process and has a clear description of the support for employment, independent living, friends and health
2. A Cheshire West and Chester **Employment Strategy** for young people with SEND that includes employer engagement, workplace advice within education and structured employment provision which achieves targets and supports young people to use and celebrate their gifts
3. Outcome-led, evidence-based, person centred **personal budget provision**, which is contributed to by staff across services as part of the 'day to day' offer/EHC plans
4. A **move to higher expectations and aspirations for young people** – from young people, parents and carers

Dudley PfA Demonstration Site Evaluation: Context, mechanisms and outcomes

The issue/s to be addressed:

1. Concerns about awareness, accessibility and accuracy/up-to-dateness of **Local Offer (LO)**, which needs further development to be integrated, interactive and engage young people
2. **EHCP** should be person-centred, needs-based, provide pathways and help develop services)
3. Need for strategic, co-ordinated approach to **engaging young people (YP)** with SEND

Organisational context

- Different info systems and governance, use of DPA between organisations
- Strategic alignment – Whole Life Disability (WLD) approach an opportunity
- Limited resources for LO
- LO reports on website
- Dudley LA website – Digital Platform Transformation and new platform for YP

Local/regional context

- Use of different websites e.g. P/C Forum vs LO
- Young Health Champions – potential link/resource
- Colleges not aware of legislation on YP with SEND
- Challenge if voice of YP conflicts with P/C views
- Opportunity through **MCP** changes in CCG
- No dedicated co-ordination of YP engagement

National context

- Increasing use of social media/ rich IT environment affects how YP and parents/ carers like to access info
- Increased demand - how to manage expectations and need for cultural change

Mechanisms/activity

- Sort out accountability for PfA – so know who to approach if 'things are not working'
- Communication, communication, communication – for joint working (WiKi pilot?)
- Consider designating an LO Engagement Officer and Steering Group to take oversight, facilitate and liaise to enable the co-production of an LO development plan (use cost/benefit analysis (CBA) to support investment of resources into this)
- Map post-14 (or post 16) provision and establish a cross service group to use findings and seek input from YP and P/C to stimulate creative thinking (doing things differently) for integrated, accessible EHCP 'Life Plans'
- Map young people's engagement and share findings through report(s)
- Develop network of facilitators working with YP with SEND
- Map employability services and use for engagement with employers (and colleges?)

Outcomes

1. Full integration of young people, families and carers in developing a joint **Local Offer** (between LA and CCG) that is user-friendly, interactive, clear and accessible for users
2. An **EHCP** that is life-enhancing and asset- based around aspirational outcomes (as opposed to service-led) - and provides pathways using a range of quality services and support that delivers efficient and effective outcomes for children and young people
3. **Children and young people** are engaged in their community; engaged in co-design of Whole Life Disability service (WLDS) (and co-production of LO and EHCP as above) and are positive about their futures

Hertfordshire PfA Demonstration Site Evaluation: Context, mechanisms and outcomes

The issues to be addressed/change needed:

1. Currently good **engagement** with YP and P/Cs but need for development in some areas: engagement with P/Cs post-16; role of Young Commissioners, particularly ensuring views and contributions are fed back and acted on; capturing YP's voice in "All about me" section of EHC plans.
2. Currently have **joint commissioning** of health and social care but not linked with education. Information from "All about me" is not systematically used to inform commissioning.
3. Good **employment** support and supported internships but not always consistent, some overlap and not a clear pathway. Limited aspirations and attitudes among some parents and schools.

Organisational context

- Positive post-16 Ofsted
- Transforming Care site
- 0-25 Commissioning Service
- 0-25 Together Service
- Consistent long-term key staff
- PfA legacy
- Have a YP service
- Deputy Director of Ed post going
- Pressure on resources
- Multiple funding streams

Local/regional context

- Active P/C forum (HPCI), history of co-production
- Strong partnerships with colleges
- High no of employers
- Diverse population
- Urban and rural mix
- Difficult travel and transport routes
- Uneven distribution of employment

National context

- SEND reforms
- Transforming Care
- Ofsted
- Care Act

Mechanisms/activity

- Work to ensure YP's voice is captured in "All about me" section of EHC plan
- Develop a systematic approach to using information in "All about me" to inform commissioning - with an initial focus on employment and community participation
- Continue progress with, and extend Young Commissioners work
- Develop a way of capturing and feeding back how Young Commissioners' contributions are used and acted on
- Raise aspirations of P/Cs
 - Through linking with HPCI
 - Through PfA annual event
- Produce case study of Wynchlands Crescent as an example of joint commissioning
- Develop an employment pathway for Hertfordshire encompassing all organisations and provision
- Work with local authority to increase opportunities for supported internships

Outcomes

1. YP have a voice, are engaged in strategic planning about services and provision and can see the impact of their involvement.
2. P/Cs of YP of all ages (including post-16) have a voice, are engaged in strategic planning about services and provision and can see the impact of their involvement.
3. A method for social care, health *and* education to commission collaboratively is developed and demonstrated.
4. Young Commissioners have an active and influential role in commissioning.
5. All YP with SEND have improved employment outcomes.
6. YP are at the heart of employment commissioning strategies.

The issue/s to be addressed/change needed:

1. Good **engagement** with families and young people (YP) but: not an established forum for YP voices post Champions; engagement could be wider (particularly "harder to reach" parent carers); engagement not always consistent (particularly YP throughout the whole continuum of SEN)
2. Development of good **EHC plans** constrained by: balance between timeliness and quality; YP not always meaningfully engaged; lack of awareness of, and information about options and opportunities particularly beyond education and into "real life"
3. **Integration and joint commissioning** is not always systematic and consistent; YP and families aren't routinely involved in commissioning; no established system of commissioning from EHC plans

Organisational context

- Commitment to engagement of YP and families at high level
- Dedicated Local Offer role
- Time and capacity constraints of staff including in SEN team
- Funding constraints
- Pressure of transfer timings

Local/regional context

- Strong and active parent carer forum
- Committed YP, history of strong engagement including Champions
- Funding constraints – health and social care
- Organisations having different systems and timescales
- Richmond not as clearly integrated as Kingston
- Two CCGs

National context

- Ofsted
- SEND reforms

Mechanisms/activity

- Co-produce and publish exemplar strategy for engagement of YP
- Form a new group of young advisers/consultants
- Explore and encourage the involvement of YP with SEND on school councils (mainstream and special) and enhance the role of special school councils
- Identify participation leads in each service team and develop the role
- Make the Opportunities Pack accessible and young person friendly, ensure young people are aware of it and that it is promoted through the Local Offer
- Parent carer forum to involve more parents
- Produce exemplar EHC plans
- Training on life outcomes (to feed into EHC plans) for families, young people, practitioners
- Involve young people in reviewing the quality of EHC plans and Annual Reviews
- Explore IT options to support collection of information from EHC plans to inform commissioning
- Training sessions on commissioning for young people, families and commissioners, to include "Working Together for Change" sessions
- Use joint commissioning framework

Outcomes

1. Young people with SEND have an increased and amplified voice, are meaningfully and actively **engaged** in (co-producing) strategic planning of services and provision, and can see the impact of their involvement
2. Families have a voice and are meaningfully and actively **engaged** in (co-producing) strategic planning of services and provision
3. **EHC plans** are person-centred, developed with the young person and their families
4. **EHC plans** raise aspirations and support young people to have a good life
5. There is a systematic and consistent method for **joint commissioning** involving young people and families which works to secure better outcomes for young people.

Leeds PfA Demonstration Site Evaluation: Context, mechanisms and outcomes

The issue/s to be addressed:

1. Currently good engagement with parent/carers and young people *but*: less good at the up to 25 engagement; less of a culture of engagement with parent/carers in adult services.
2. Focus on transfers has meant that new **EHC plans** don't consistently include education, health and care, and don't consistently have the golden thread linking aspirations to outcomes. Relevant staff don't necessarily have the knowledge and skills to do this.
3. Currently good **Local Offer** *but*: families don't all know about it and use it; limited feedback from families; not necessarily right information and right format for young people.

Organisational context

- History of genuine engagement with parent carers and young people
- Co-production is embedded
- Good process for EHC plans, reduction in appeals
- Child Friendly commitment led by CEO
- Team is positive – but have their limits
- Team under pressure for EHC plan reviews

Local/regional context

- EPIC Leeds – strong and engaged parent carer forum
- Connexions came into SEN team as post-16 officers

National context

- DfE targets for reviews

Mechanisms/activity

- Event/training on engagement aimed at colleagues in adult services
- Buddying of "empowered parents" with "younger" parents
- Creatively (visually?) record/document examples of good engagement – can feed into training/buddying
- Look at Family Leadership/Liberating Leadership models
- Guidance on EHC planning for providers
- Make changes to EHC plan paperwork for professionals (e.g. pro-formas)
- More training for SEN officers on post 16 landscape
- Inclusion of PfA in pathway
- Examples of EHC plans from Yr 9 onwards
- Continue co-produced Yr 9 guide on transition for families and YP
- Workshop with transition team on EHC plans
- Focus on golden thread in moderation of EHC plans
- Guide for transitions links to LO
- Continue with marketing campaign
- Market the LO on the back of other training/events
- Make more use of twitter to promote LO – other organisations, colleagues, ambassadors

Outcomes

1. Young people's voice is embedded in commissioning and strategic planning of services and provision throughout the council
2. Parent carer's voice is embedded in commissioning and strategic planning of services and provision throughout the council
3. **EHC plans** are person-centred, holistic (including health and social care), reflect outcomes that are meaningful to YP preparing for adulthood, and raise aspirations
4. **EHC plans** are used across all services as *the* plan
5. There is a clear and accessible **Local Offer** *that is used* by parent/carers and by young people

Newcastle upon Tyne PfA Demonstration Site Evaluation: Context, mechanisms and outcomes

The issue/s to be addressed:

1. Increase **understanding and/or availability of employment opportunities** for young people (YP) with SEND to be able to increase employment rates
2. Address **low employment aspirations** held by teachers, other professionals', families and YP
3. Plan for employment outcomes - change **EHCP headings** and strengthen **education PB process**

Organisational context

- Have basis to build on for further improvement
- But questions on capacity to deliver change
- Social Care have good practice PBs and use them extensively
- Drive towards joint commissioning – but resources for this?
- How are health services are commissioning delivery of PBs?

Local/regional context

- Financial situation – have to make savings on high needs block/budget
- In Newcastle, Connections team do transitions work and act as SEN caseworkers for EHCP - positive resource
- Understanding that better employment rates long term will lead to reduction in demand for social care

National context

- Overall financial climate/LA cuts
- Resources for support through PfA demonstration sites programme

Mechanisms/activity (from Action plan v 2)

- Improve Local Offer information about employment opportunities, using measures of quality, quantity, page 'hits', feedback etc.
- Carry out consultations to revise EHC planning and advice re annual reviews to include PfA outcomes from Y11, linked to Adult Care Plans
- Build on Martin Donkin's work with YP's group to prepare them to act as buddies/mentors for peers wanting employment
- *Yes, We Can Work!* event in June 2016 – to make links and identify better range variety and quality of employment-related options
- Draft and agree process for offering and monitoring education personal budgets, with examples, and clear links to social care and health PBs

Outcomes (by April 2017)

1. **Increased range, variety and quality of employment-related options**
2. **Increased number of YP SEND in employment and apprenticeships**
3. **Routes into employment are better understood by professionals, YP and families – who have higher aspirations for YP SEND entering/in employment**
4. **YP with SELD have been helped into self-employment and micro-enterprises**
5. **Clear and effective process for decision-making and delivery of PBs in education**
6. **Joint commissioning for complex needs in place**
7. **New format for EHCPs, which includes PfA outcomes for all new requests, is in use**

The issue/s to be addressed:

1. Production of great EHC plans limited by: not always linking aspirations to outcomes; lack of flexibility of plans; risks associated with being creative and inspirational plus fear of tribunals; format of "the meeting", how young people experience and understand it; limited/low aspirations of parents.
2. Progress towards **integration/joint commissioning** limited by: not using information from EHC plans to inform commissioning; inconsistent/different approaches used by health and social care; education, SEN and social care working in silos; not commissioning for prevention. Specifically, there is not a coherent approach to commissioning for those with Asperger's/autism who sit outside of learning disability criteria.

Organisational context

- Partnership board
- "Buy-in" from social care
- Good relationship with parents/carers (children's and adults)
- Good local offer
- Portsmouth blue print
- Three years of working together at management level
- Workforce – issues with recruitment and skill sets
- Resources – more people accessing ASC v funding restrictions
- Restructuring of integrated commissioning
- Issues with personal budgets

Local/regional context

- Small authority
- Multi area planning
- Progress being made with YP's engagement involvement in co-production
- YP voice not as established as parent's voice
- Imbalance of resources in county/unitary authorities
- Current health commissioning contracts

National context

- IPC
- Transforming Care
- Care Act
- SEND reforms
- Autism/SAK strategy
- Many national programmes
- General lack of understanding of outcomes
- General lack of engagement with health

Mechanisms/activity

- Workshops on PfA outcomes with parents/carers
- Training for staff on outcomes and reviews – run by young people
- Produce training plan – and put on the Local Offer
- Development of tools/resources for young people and staff to help with EHC planning – co-produced with young people
- Produce exemplar EHC plans
- EHC plan audit/monitoring and development of framework for audit
- Develop one plan approach
- Explore options and develop an approach/mechanism for collecting data and aggregating outcomes from EHC plans to inform commissioning
- Commissioners to be involved with EHC plan audit/monitoring
- Partnership event on housing
 - From housing event develop one page top tips/checklist on housing
 - Housing event to inform commissioning and feed in to Local Offer

Outcomes

1. EHC plans for YP 14+ that: are holistic, show clear delivery plan, allow for progression and flexibility, and are living documents; include outcomes in the four PfA areas that are relevant and appropriate for the individual; raise aspirations and support young people to have a good life.
2. An EHC planning process (including the period before the meeting) for EHC planning which involves the right people with the right knowledge, including young people and their families.
3. A clear method for integrated/joint commissioning with two or more agencies which works to secure better outcomes for young people.
4. A clear set of commissioning intentions based on information from EHC plans.



Appendix B: Possible sources of information or evidence to demonstrate progress towards agreed outcomes

PRIORITY AREA	SUGGESTED SOURCES OF INFORMATION OR EVIDENCE BY SITES
<p>1. LOCAL OFFER</p>	<ul style="list-style-type: none"> • Webmaster/google analytics to monitor use in numbers • Webmaster/google analytics to monitor navigation • Demographics of LO users • Pop up surveys for users of LO website on experience of using LO and how it's made a difference/had an impact • Focus group discussions with young people and their families on experience of, involvement in and use of Local Offer • Surveys and case studies of LO users about experience and impact of LO • Discussions with YP about experience of co-production of LO • Analysis of LO FAQ responses • Use of Twitter/Facebook • Rate and means of feedback on LO received • Monitoring of blogging and pathway development • Report of LO use

2. EHC PLANS AND PFA

- Information/findings from quality assurance process
- Information from audits/audit reports and compare to previous audits
- Review small sample of plans to identify changes
- Regional comparisons and feedback
- Feedback from YP and families:
 - Focus groups
 - Surveys
 - As part of reviews
 - Through YP's forums
 - Through P/C forums
 - Evaluation forms/questions
- Feedback from staff:
 - Focus groups
 - Surveys
 - Informal feedback
- Data on number of EHC plan challenges/tribunals and mediation
- Monitoring of reach and use of exemplar plans (i.e. numbers downloaded/distributed)
- Monitoring of reach and use of guidance/tools/other outputs produced
- Attendance numbers at workshops/training
- Workshops/training evaluation form responses
- Feedback from annual reviews about YP and P/C involvement in EHC plans/process
- Regular monitoring of engagement process
- Recording and monitoring of new/different provision
- Number and nature of EHC plan complaints recorded on PCF database
- Findings from YP's reviews of EHC plans
- Journey map of families
- Introduce and monitor rating on 'person-centeredness' as part of panel
- Monitor, analyse and report on sign-off ratings (quarterly)

3. INTEGRATION AND JOINT COMMISSIONING BETWEEN EDUCATION, HEALTH AND CARE AND BETWEEN CHILDREN'S AND ADULT SERVICES.

- Numbers of events/training sessions/workshops
- Numbers attending training/events
- Evaluation feedback from training/workshops/events
- Number of YP and families involved in commissioning
- Formal feedback from Young Commissioners - feedback forms or forums
- Number of times joint commissioning case study/resources produced are used/referred to
- Information/data from the mechanism/IT system developed to collect information from EHC plans to inform commissioning
- Staff feedback
 - Surveys
 - Focus groups
 - Informal feedback
- Representation of education, health, care (children's and adult services), parents and young people on commissioning board
- A 'live' commissioning strategy being used by all
- Numbers of pooled budgets

**4. STRATEGIC
ENGAGEMENT OF
PARENT/CARERS AND
YOUNG PEOPLE AROUND
PFA**

- Number of opportunities for YP and P/Cs to be engaged
- Number of YP and P/Cs engaging in opportunities
- Participation engagement team – log of contacts and YP involvement
- PCF feedback
- PCF database – track interactions relating to participation, extract quotes
- Records of P/C involvement from PCF
- Case studies of engagement
- Feedback from YP and P/Cs:
 - Focus groups
 - Surveys
 - Through YP’s forums
 - Through P/C forums
 - Evaluation forms/questions
 - Informal discussions
- Use of social media to capture whether, how and why (why not) YP are engaged
- Recording/monitoring of YP’s input
- Feedback from facilitators network on engagement of YP
- Formal feedback from Young Commissioners - feedback forms or forums
- Audits of EHC plans
- Information from “All about me” section of EHC plan
- Monitor use of visual/creative examples of good engagement

5. EMPLOYMENT PATHWAYS AND PAID WORK

- Numbers of young people in paid employment
- Supported internship opportunities developed
- Numbers of young people in apprenticeships
- Numbers of young people setting up micro-enterprises
- NEET data
- Project SEARCH destinations data
- Data on adults in employment
- Numbers of young people participating in work experience
- Numbers of young people in special schools in work experience
- Case studies of work experience, apprenticeships and paid employment
- Monitoring use and application of Employment Strategy
- Numbers of employer organisations and Employment Champions on board
- Feedback/case studies from young people on their experience of employment pathways
- Use of employment pathway - numbers of times employment pathway is downloaded/printed, how it is distributed, to whom
- Audits of EHC plans
- Information from “All about me” section of EHC plan
- Monitor and analyse LO employment page usage (through clicks, Connexions Facebook page)
- Log of requests to providers from YP/ families/ professionals
- Monitor requests for feedback from all SENCO Networks
- Numbers participating in events
- Feedback from events

6. PROGRESS ON PERSONAL BUDGETS AND PERSONALISATION LINKED TO PFA

- Monitoring of numbers of personal budgets for young people with SEND
- Monitoring of requests for integrated personal budgets
- Join up across IPC and Transforming Care and CAMHS transformation plans
- Staff survey/focus groups to assess confidence/barriers with using person centred practice for EHC plans and personal budgeting
- Log feedback from staff about using PB process (survey, focus group, informal feedback)
- Collect YP feedback
- Get feedback from YP and families about PB info on Local Offer (web survey, reviews, consultations)
- Monitor Commissioners' market statement and other relevant policy/procedural documents for mention of PBs
- Identify YP who may have pooled budget – for learning/anonymised case studies
- Consultation with relevant staff from education, health and care to explore progress on/overcoming barriers to working more closely together, joint commissioning and using integrated personal budgets - through focus groups and/or interviews
- Review of progress on scoping/ developing new approach