

Dudley Preparing for Adulthood

Strategy and Action Plan • 2020 – 2025

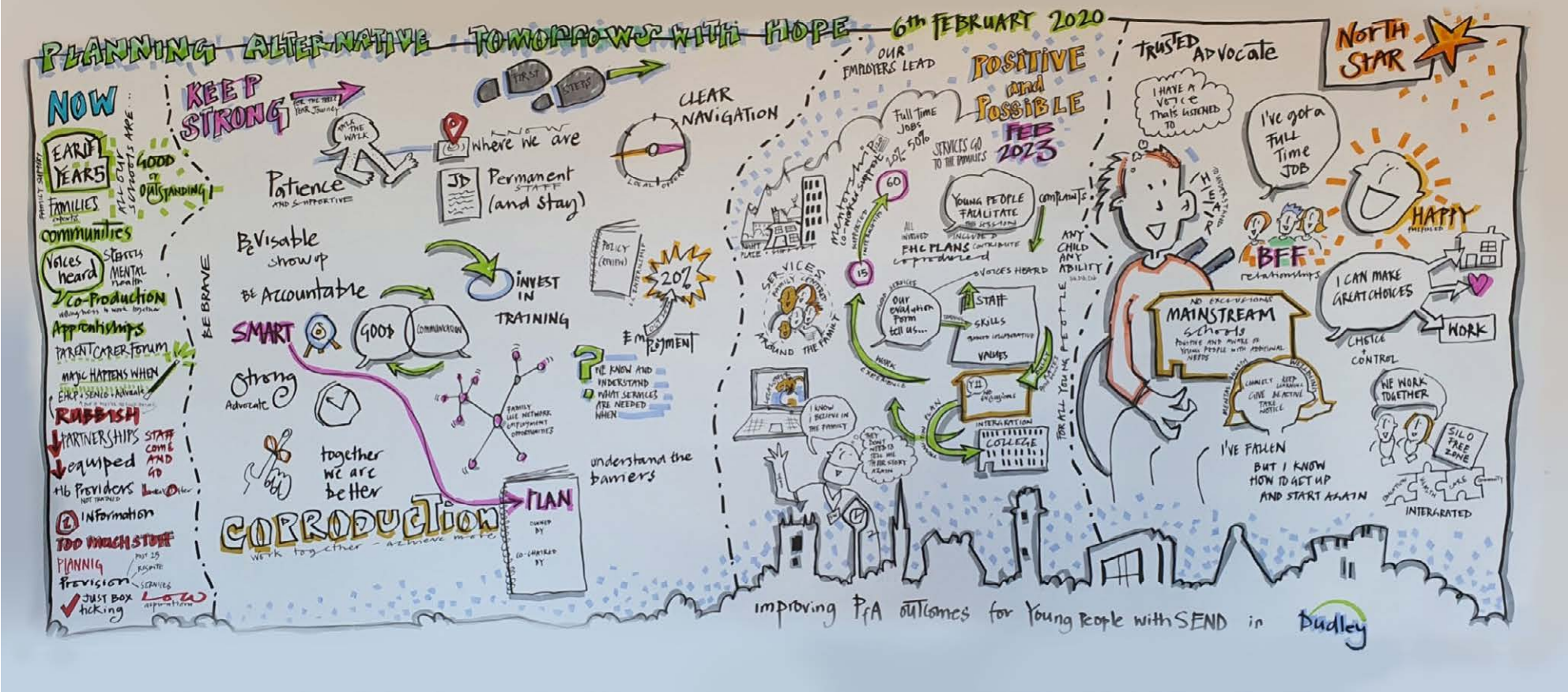
**Children and
young people's
alliance**



Unlocking our children and young people's futures

Version	Date	Author	Review Date
Final	10/06/2021	<p>Santokh Dulai - Head of Service (Dudley Disability Services) Contributors: Contributors:</p> <p>Amanda Marshall - Dudley MBC, DDS Service Lead</p> <p>Greg Barbosa - Dudley MBC, Intelligence Manager, Intelligence Team</p> <p>Mark Barnett - Dudley MBC, Lead for Connexions, Integrated Youth Service, Family Solutions</p> <p>Simon Hickman - Dudley MBC, SEND Programme, Children's Services</p> <p>Paul Klein - Dudley MBC, Send Improvement Programme Manager</p> <p>Toni Dawodu - Dudley MBC, Head of SEND, Children's Services</p> <p>Wendy Hilary-Patten - Dudley MBC, ~Senior Health Improvement Practitioner, Health & Wellbeing</p> <p>Donna Roberts - Dudley CVS, Childrens and Communities Officer</p> <p>Sarah Offley - Dudley Voices for Choice, Chief Officer</p> <p>Linda Cropper - Dudley CCG, Commissioning Manager for Children, Young People and Families</p> <p>Kellie Lennon - Dudley CCG, Commissioning Support Manager for Children & Young People's Continuing Care</p> <p>Sue Vincent - Dudley CCG, Designated Senior Nurse for Safeguarding Children</p> <p>Lynn Glazzard - Dudley College, Assistant Principal Curriculum and Standard</p> <p>Nikki Burrows - CVS, & representing Dudley Parent Carer Forum</p>	Sept 2023





Foreword and Introduction - Preparing for Adulthood

Dudley SEND Implementation Board Vision:

“Dudley is an inclusive borough where children, young people (and adults) with SEND thrive, are empowered to realise their aspirations and achieved their full potential through quality support and provision where everyone aims for excellence”.

Children and young people want to have fun, to make friends, to learn, to work, to have the opportunity to speak up and be heard and to be full participants in their community. Their special educational needs and disabilities can mean that they experience barriers to this full engagement and achievement. Young people (with SEND) may need extra support, sometimes significant amounts. We must create opportunities and provide appropriate support so that young people can lead happy and fulfilled lives in line with their ambitions.

Children and Young people, who are identified as having Special Educational Needs and Disabilities (SEND) have equal aspirations, goals and ambitions, and therefore need to be able to access appropriate opportunities to achieve these.

As a result of the SEND Reforms under the Childrens and Families Act 2014, the Care Act 2014 and the consultation and auditing of the Education, Health and Care Plans, in co-production with the Parent /Carers Forum, young people / adults and professionals from a range of partner agencies we have established that this is a shared vision. The priorities for Dudley are to promote and maximise independence, good health, and wellbeing, and to support all young people / adults with SEND to enjoy quality, meaningful lives and to offer appropriate care and support to their families and carers.

We aim to offer and develop opportunities for young people / adults to access ongoing training opportunities (0-25 Years), access to supported employment, and to lead ordinary lives that is fully participative within their local communities including being supported to speak up and for their voices to be heard in line with the co-produced North Star.



It is well recognised that young people / adults with SEND may require additional support or reasonable adjustments to be made under the Equality Act 2010 to achieve their individual aspirations. Dudley has high aspirations for all young people / adults with SEND and is working and co-producing with young people, their parents and carers to develop opportunities and access to:

- ongoing training,
- employment opportunities
- independent living
- good healthcare across children's and adult services
- Maximise independence/ wellbeing and active and meaningful participation within local communities.

The PFA Governance Group has been established since Feb 2020. Its purpose is to ensure that in order to develop the opportunities and access described above, the development of the PFA task and finish groups under the following focus areas:

- Review and strategy
- Working Together to develop Operations and Processes
- Developing provision for Post 16 and Post 19

will enable the aspirational nature of the SEND reforms for young people and adults with SEND to be realised in practical and tangible ways as we work in a person-centred planning framework.

This strategy is geared to deliver necessary changes and improvements to service provision so that Dudley can deliver the jointly identified North Star. Dudley's vision is to support children, young people, adults with SEND and their parents / carers starts from birth to twenty five years of age and it is the Dudley aspiration that children with SEND as they journey through adolescence are enabled to access the right support at the right time to achieve independence and wellbeing. It is important that all key partners from Health, Social Care and Education including early year's providers, as well as the wider stakeholders that include colleges, employers and their families and carers encourage these ambitions and outcomes to be achieved.



Young people and young adults with SEND need to feel in control and supported in both their decision making and navigating systems with their Families / carers until such time when they as young people and young adults with SEND are able to make their own decisions in line with the Mental Capacity Act 2005 please see Appendix 1 for more on the MCA

With the right support and access to appropriate information and advice, young people and adults with SEND can build their confidence and maximise their independence to be fully participative and have control and choice in their lives. Therefore, the Local Offer and adult advocacy services will provide a range of clear post 16 to post 19 options that families can analyse and interrogate to make sure they get the right support. It is recognised that some support will be very individual and for other individuals with high level and complex needs it may be more related to the improvement of a person's quality of life, autonomy and life experiences and that of their parents / carers.

This strategy sets out the Dudley vision and intended outcomes, key priorities and indicators that will provide the framework for all services working with young people and adults with SEND and their parents, carers and families in preparation for adulthood. The performance indicators will be measured, reviewed and monitored by the Dudley SEND Oversight group (SOG) reporting to the Children and Young People's Alliance Board and the Health and Wellbeing Board. Governance and Accountability will also be provided via the Health and People Scrutiny Committee's.



What is Preparing for Adulthood?

Preparing for Adulthood (PfA) is about enabling and empowering, children, young people and adults with SEND as well as their families and or carers to prepare for a seamless transition from children's through to adulthood. This seamless way of working will be instrumental in underpinning the four pillars of the PfA principles of the following:

- Opportunities to access further education, employment.
- Independent living including access to supported living
- Full inclusion and active participation in local communities as an equal citizen.
- To be supported to build relationships and friendships
- To maintain health and wellbeing with reasonable adjustments in place as appropriate to support the access to mainstream health provision and services.

These principles will mean young people and young adults with SEND will need to acquire the skills and knowledge they need to access ongoing education, pursue vocational opportunities and supported employment. In addition, they will have to develop the skills, abilities and confidence they need to maximise / promote their independence and wellbeing. This includes independent travel training, life skills, and management of finances, daily living skills and building positive sustaining relationships with friends into adulthood.

This is an exciting time for children, young people and adults with SEND to become young successful active and participating citizens, being involved in inclusive, living, contribution and participating in local communities like their non-disabled peers and finally accessing and maintaining good health and wellbeing through better and timely accessibility to health services by utilising health passports thereby avoiding unnecessary delays to the right, type of health support and interventions.

By working in partnership across children's and adults, we will ensure that appropriate advice, information is made available in accessible formats for young people and young adults with SEND and their carers.



What is Transition Planning?

Transition planning is about all stakeholders working in partnership with young people and adults with SEND and their families and carers to plan and prepare from an early age to think about what it means to be an adult.

Legally, we must start the planning process from year 9 (age 14 years old). This is a key stage in a young person's life and a milestone in key services being galvanised around them, from their schools, key worker, social worker, SENCO, connexion worker, therapy service worker and any other relevant persons. This transition phase enables much more engaging and positive experiences that build confidence, promote and maximise independence and allow things that will take a long time to put in place in a timely manner (such as housing, if needed).

The work of the PfA Operational and Processes group will clearly describe how the transition phases will be outlined so that the young person and adult with SEND will know of the expectations from year 9, who is involved and what the expected outcomes should be along that PfA pathway. We realise that the development of every young person and adult with SEND will differ in line with their needs and aspirations and so a personalised approach is required to ensure that plans, pathways and services are able to meet individual and very specific needs on a consistent and coherent basis following an established and agreed operational process.

For many young people and adults with SEND, transition planning will be part of the EHCP (Education, Health and Care Plan), and will combine with other pathway planning for either Children Looked After (CLA), as well as children with Continuing Health Care Needs. These plans should be reviewed at the same time, to maximise the 'tell it once' approach and be updated on an annual basis with the young person and adult with SEND, their families, carers and other key partners.

The SEND Code of Practice details the way in which Annual Reviews are to be conducted and the processes to be followed. As stated earlier, the EHCP is undertaken within a person-centred framework and these reviews need to be undertaken in an appropriate way for each individual so that they remain at the heart of the planning process. Key to good decision making will be access to a timely and appropriate information and advice. So that independence, choice and control are maximised. Services such as SENDIASS will ensure in line with the SEND Code of Practice that impartial information and advice are made available to promote choices and access.



Our aim is to increase the numbers of young people/ adults (16-25) with SEND in Dudley to access employment, apprenticeships, supported employment or training. Within this, it is key to ensure that 'raising the age of participation' for 16-18-year olds (the statutory requirement for all young people to stay in education or training) is available and accessible for learners with SEND. As part of the Written Statement of Action, we will use that PfA Provisions group to gap and map what provisions need to be developed post 19 and work alongside a range of stakeholders to increase that offer of provisions to meet differing needs.

Within legislation there is no automatic entitlement to continued support at age 19, nor an expectation that those with an EHCP should stay in education until the age of 25. The intention of the multi-agency PFA (16-25) pathway for young people and adults with SEND will enable participation in learning (be it formal education or vocational opportunities) until at least their 18th birthday, with a suite of possible employment-related programmes available once a young person approaches the age of 19, for those who wish to and are able to access them.

We recognise that some young people and adults with SEND will require longer to achieve their education and training outcomes to enable them to prepare for adulthood in a meaningful way.

The Transition Planning process should fully consider and take into account the following:

- Physical, psychological, emotional and social needs including how the young people can be best supported through the process
- Communication needs and how these will be accommodated
- Mental Capacity and any decisions that might be needed to be made in an individual's best interest if the young person lacks capacity to make the decision(s) in question
- Advocacy, peer support including coaching and mentoring.
- The role of Assistive and mobile technology.
- Access to the right information at the right time in the most appropriate format.



Key Statutory Responsibilities Under Legislation:

Care Act 2014

The Act recognises that transition into adult care and support comes at a time of significant change in a young person's life and advises on the importance of effective person-centred planning as being essential to support people to prepare and move forward into adulthood, and to ensure that young people are supported to achieve their full potential.

The act is clear in that the transition assessment should be carried out when it is of "Significant Benefit" to the young person and recognises that this will differ for all young people and relate to the individual circumstances at this time. The transition assessment should also be undertaken when a young person or their carer is identified as likely to have needs for care and support under the act, when they or the person they care for moves into adult care. However, it is recognised that good transition planning with young people should commence from year 9 (14 years old) up until they reach 18 years old. The transition process should support young people and carers to access good advice, information and support in a timely manner to reduce anxieties, facilitating a smoother transition from children into adult care.

The Care Act states that all transition assessments must include an assessment of:

- current needs for care and support and how these will impact on wellbeing;
- whether the child or carer is likely to have needs for care and support after the child in question becomes 18;
- If so, what those needs are likely to be, and which are likely to be eligible needs;
- The outcomes the young person or carer wishes to achieve in day-to-day life and how care and support (and other matters) can contribute to achieving them.



To achieve these outcomes for young people the Act places a duty on professionals from a range of agencies to co-operate and engage with families, friends and the wider community to work together to achieve the best outcomes for young people and carers. This is aimed to achieve the meeting of individual aspirations and empowering young people to reach their full potential.

It is envisaged that with effective transition planning that not all young people will need to access adult social care. Enabling young people and their families to access sound advice and information to support decision making in a timely manner will give opportunities for more solution focussed interventions that aid planning and aim to prevent, reduce or delay the development of need for care and support.

Effective and efficient transition processes commencing from year 9 will enable Dudley MBC children's and adults services to clearly understand the needs of the young people in Dudley, and for the effective forecasting of future demand to take place that informs local commissioning strategies and plans for young people and their carers. This will assist in developing the marketplace and identifying appropriate resources locally and in a person-centred way. The transition assessment relates to the assessment of care and support needs for young people, young carers and adult carers of the young person.

Children and Families Act 2014 and SEND Reforms

The Act details the need for a comprehensive birth to 25 special educational needs and disability (SEND) system, giving new rights and protections to 16-25-year olds in further education and training – as outlined in the new DfE SEND Code of Practice. This PfA Strategy focuses on young people and adults who have SEND within those definitions as outlined in the SEND Code of Practice. Some will have an Education, Health and Care Plan (EHCP) to support their needs but we recognise that many young people and adult's SEND needs can be met without the need for a formal EHCP. With regards to post 16 SEND provision, the SEND Code of Practice states

“Local authorities (LAs) have a strategic leadership role in fulfilling their duties concerning the participation of young people in education and training. They should work with schools, colleges and other post-16 providers, as well as other agencies, to support young people to participate in education or training and to identify those in need of targeted support to help them make positive and well-informed choices”



SEND Code of Practice (2015), Chapter 8

Legislation states that all relevant agencies (Education, Health and Social Care (children and adults); education/training providers and voluntary sector organisations- should work together to ensure that young people with SEND are given the same opportunities to achieve their aspirations as their non-disabled peers. Local Authorities must have regard to:

- The view's wishes and feelings of the child or young person, and the child's parents/carers.
- The importance of the child or young person, and the child's parents, participating 'as fully as possible' in decisions and being provided with the information and support necessary to enable participation with those decisions.
- The need to support the child or young person and the child's parents/carers in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Children and Families Act 2014, Section 19

The strategy focuses on how Dudley will improve outcomes for post 16 learners with SEND through access to appropriate, high quality opportunities for further education, training and/or employment, supported by a multi-agency approach to meeting needs. It is only through this integrated approach that we can meet Preparing for Adulthood objectives of:

- Independent/Supported Employment,
- Independent/Supported Living,
- Being an Active Member of the Local Community
- Having Good Health.



The NHS Long Term Plan

The Long-Term Plan, also known as the Ten-Year Plan, builds on the policy platform laid out in the NHS five-year forward view (Forward View) which articulated the need to integrate care to meet the needs of a changing population.

There is a strong focus on children and young people's health as one of the clinical priorities, chosen for their impact on the population's health and where outcomes often lag those of other similar advanced health systems. Thus, in addition to the focus on maternity and neonatal services, specific commitments are included to improve outcomes for children with cancer, increase support for children with learning disabilities and autism and improve children and young people's mental health services. A new children and young people's transformation programme will oversee the delivery of the commitments relating to children and young people.

The plan commits to a significant expansion of services for children and young people in line with the proposals outlined in the Green Paper on young people's mental health – for example, the creation of 'mental health support teams' in schools. To support these changes, the plan mandates that investment in children and young people's mental health provision will grow faster than the overall NHS budget and total mental health spending. These commitments will be delivered by developing new models of care.

There are two significant commitments to developing these new models of care. The first is to create a comprehensive offer for children and young people, from birth to age 25, with a view to tackling problems with transitions of care. The second is to redesign core community mental health services by 2023/24, reinforcing components such as psychological therapies, physical health care and employment support, as well as introducing personalised care and restoring substance misuse support within NHS mental health services. These commitments will be backed up by new waiting time standards covering emergency mental health services by 2020 and children and young people's mental health services.

There is also a strong focus on improving care for people with learning disabilities and autism. Commitments include increasing access to support for children and young people with an autism diagnosis, developing new models of care to provide care closer to home and investing in intensive, crisis and forensic community support. The aim is that, by 2023/24, inpatient provision for people with learning difficulties or autism will have reduced to less than half of the 2015 level.



To enable these changes, the long-term plan calls for a ‘fundamental shift’ in the way that the NHS works alongside patients and individuals. Highlighting the need to create genuine partnerships between professionals and patients, it commits to training staff to be able to have conversations that help people make the decisions that are right for them. There is also a commitment to increasing support for people to manage their own health, beginning in areas such as diabetes prevention and management. This forms part of a broader cultural change, moving towards that has been described as a ‘shared responsibility for health’. As part of this shift, the plan focuses on personalisation. There is a commitment to rolling out the NHS comprehensive model of personalised care and referrals to social prescribing schemes will increase, broadening the range of support available, and the roll-out of personal health budgets will be accelerated.

The plan also includes a welcome focus on supporting carers. This includes introducing quality markers for primary care, highlighting best practice in identifying carers and providing them with appropriate support. It also encourages the national roll-out of carer’s passports, which enable staff to identify someone as a carer and involve them in the patient’s care and promises a more proactive approach to supporting young carers.

Children, young people and their families must be involved in discussions and decisions about their individual support and local provision. The right to make requests and decisions under the Mental Capacity Act will apply directly to disabled young people and those with SEN over compulsory school age rather than to their parents.

Equality Act 2010:

This Act is in place to protect and prohibit against the discrimination of people with protected characteristics that are specified in section 4 of the act. Disability is one of the defined specified and protected characteristics, so this act applies to protecting disabled people in a range of circumstances. This covers the provisions of goods, facilities and services including access to public and community services.

Mental Capacity Act 2005

The Act covers young people /adults from the age of 16 years old and at the heart of this act are five key principles that underpin this statutory legislation. Please see Appendix 1



Key Actions to Deliver Priorities

Below are some of the key actions/priorities to measure performance against the four key pillars of the Preparing for Adulthood Outcomes (PfA) for young people / adults with SEND here in Dudley:

- **Education and Employment:** Being supported to take part in learning, training and employment
- **Community Inclusion:** Making a positive contribution to their community,
- **Independent Living:** Experiencing independence and Independent living
- **Health and Wellbeing:** Enjoying healthy living and lifestyle.

A more detailed action plan will be designed, agreed and will sit alongside this strategy. It will be overseen and governed by the SEND Improvement Board.

- **Education and Employment:** We will ensure that there is a three-year post 16 offer and one-year post 19 offer of academic learning to prepare all SEND young people/adults for the PfA pathway. Where progression is evident and further time is needed to achieve their outcomes, then ongoing academic learning opportunities will be agreed. In addition, we will increase the opportunities for young people / adults to access supported internships, apprenticeships and other vocational and or training/ mentoring opportunities which can lead to employment.

In order to know how we are making an impact, we will:

- Evaluate experiences of post 16 education, training and employment and whether this has made a positive difference to their life and the lives of their families through regular surveys and monitoring progress of destination into university or work.
- Have mechanisms in place to ensure young people/ adults with SEND have access to the right learning, training and employment opportunities through annual provision mapping and commissioning plans.
- Increase number of Supported Internship Placements by developing the Supported Internship Programme schedule.



- Increase number of individuals with SEND accessing supported employment and volunteering opportunities.
- Increase the number of young people going into paid work in the open labour market
- Measure the number of organisations providing supported employment and volunteering opportunities, appropriately matched to meet individual skills.
- Work collaboratively with key stakeholders to develop a pool of trained job coaches.
- Promote Dudley as a borough that values a diverse work force in order to increase the numbers of employers to make adjustments to their recruitment practices in order to offer supported internships, apprenticeships and paid jobs for SEND adults.
- Develop the commissioning framework that increases local provision with local Educational providers to meet the specific training needs of complex SEND young people and adults with an emphasis on promoting and maximising independence in their local community.
- Support local Education providers to develop their post 16 education offer to have a clear PfA Pathway that enshrines work related activity as a core aim of many its programmes to promote independence into adulthood
- As a council enhance our approach as a disability confident employer and promote this to other organisations.

Community Inclusion: Developing and creating opportunities for young adults to live more independently in local communities.

In order to know how we are making an impact, we will:

- Measure the uptake of the Dudley Local Offer website and individuals attending the local offer consultation / development events.
- Continue to work in with young people/adults, parents, carers and other professionals to produce accessible information via the Dudley Local Offer website and other council websites in a range of accessible formats.
- Provide opportunities for young people/adults with SEND to develop and maintain meaningful relationships with other people into adulthood, prior to them leaving education
- Actively work with young people to find ways to link them with community groups that are relevant to their interests and preferences
- Support young people / adults with SEND to have friends, relationships and inclusion in local communities. To be supported to lead ordinary lives, to participate and make a positive contribution to the local community they live in.



Independent Living: To promote and maximise independence, by enabling, empowerment and offering appropriate support.

In order to know how we are making an impact, we will:

- Deliver Person Centred approaches to assessment and care / support planning that meet individual needs, with clearly defined aspirational outcomes.
- Develop and create opportunities for young adults to live more independently in local communities.
- Ensure access to enablement to promote and maximise skills and abilities towards independence including independent travel training.
- Develop local community resources to further develop independence and inclusion and measure their performance against the preparing for adulthood outcomes.

Health and Wellbeing: Enable young people/adults to access mainstream health provision with reasonable adjustments in place to support the process. Ensure that all children and young people who are eligible are accessing annual health checks. Promote the use of clear health action plans and ensure, advice, information and support are available to promote and maximise health and wellbeing.

In order to know how we are making an impact, we will:

- Increase the numbers of learning disability health champions, trained in health coaching and prevention.
- Encourage families to ask for their child to be included in the GP's all age learning disability register
- Encourage families to inform their GP surgery that they have caring responsibilities for a child with SEND
- Work to ensure all young people who are likely to need adult health care services owing to a long-term health condition have a health transition plan by the time they are 16 if earlier if appropriate



- Encourage young people/adults with SEND to share their experiences to develop the confidence and talent of their peers with SEND.
- Ensure that joint commissioning arrangements are in place across Children and Adult services to support people with SEND aged 16 to 25.
- Explore opportunities for accessing personal health budgets as appropriate.
- Provide support to young people/adults with mental health issues to access appropriate mental health support to maintain their mental health and wellbeing.
- Ensure that we have learning disability champions within health services to advise health staff and hospitals in relation to accessibility and the provision of reasonable adjustments for children and young patients, parents and carers with learning disabilities and Autism.
- Constantly review as part of the SEND improvement board progress and identify where improvement needs to be made.
- Enable Young adults to access mainstream health provision with reasonable adjustments in place to support the process. Clear health action plans in place, timely and appropriate advice, information, and support to promote and maximise health and wellbeing in a range of formats.



Preparing for Adulthood Action Plan, Aspirational Outcomes and Key Priorities for Young People/Adults with SEND 14 -25 Years

The agreed outcomes within this strategy will be delivered via the Dudley PfA action plan which will be developed through collaboration with stakeholders and overseen by the PfA Governance group. The remit of this group will be to ensure identified PfA outcomes are delivered, embedded and monitor performance against the agreed KPI's.

The development of an integrated performance dashboard will be central to seeking assurances from key stakeholders on performance. The overarching objective for the PfA Governance Group for Dudley is to ensure that the collective is developing and seeking continuous improvements for the benefit of our CYP and the delivery of stipulated PFA outcomes.

To deliver the key actions as outlined in the PfA Strategy / we will:

- Develop the preparing for adulthood strategy and approach for Dudley Borough that covers Education, Health and Social Care.
- Provide the performance data that measures progress and informs better demand / provision management. A multi-disciplinary approach will be underpinning the strategic focus on delivering successful transitioning, be this on a whole system wide basis or individual.
- Measure the percentage of individual EHCP outcomes with evidence of progress / achievements in relation to promoting / maximising independence.

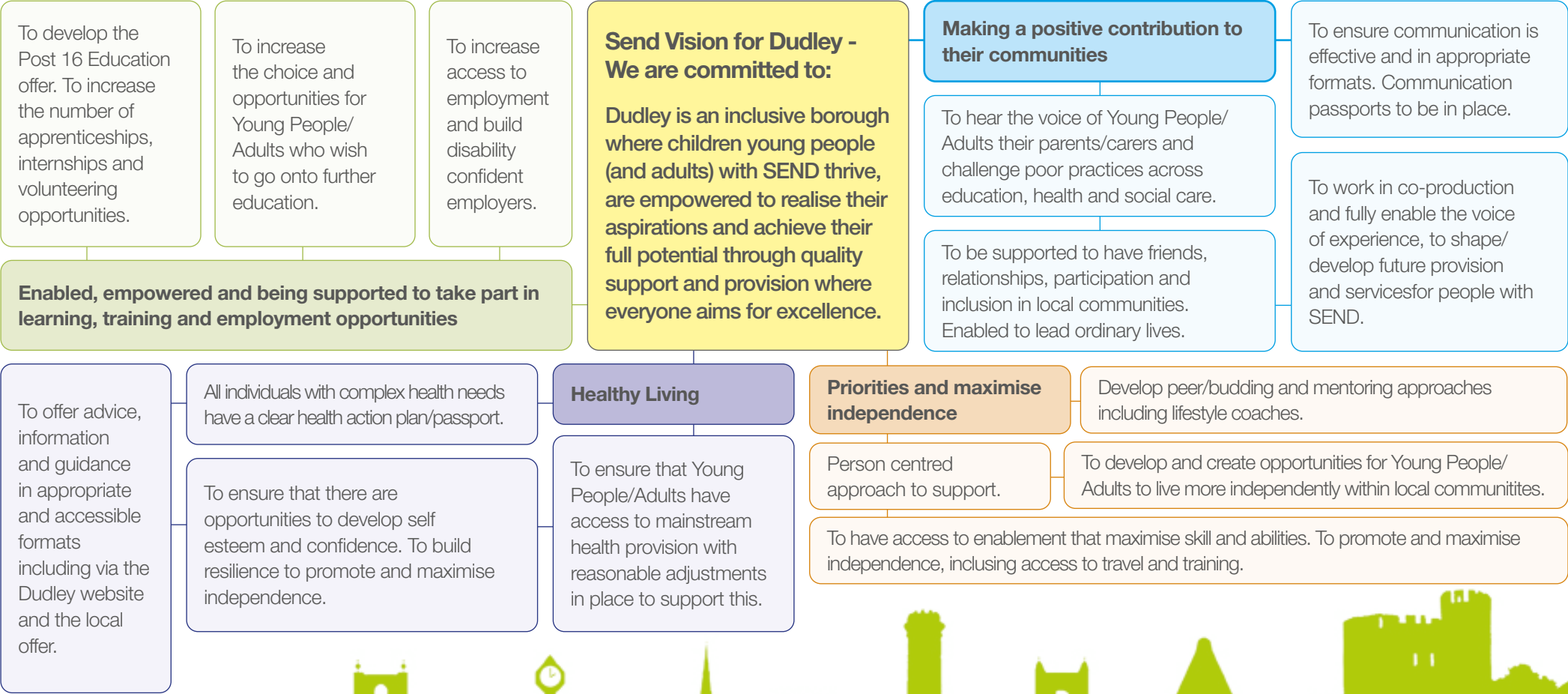


- Provide a year on year target for getting more young people with SEND into paid jobs and maintaining their employment
- Ensure that we have peer mentoring and buddying systems in place across services with evidence to measure success and effectiveness.
- Measure the numbers of young people/adults with SEND accessing appropriate housing provision.
- Identify the number of young people/adults with SEND who will require independent living and work with partners to deliver a pipeline of suitable housing options in a timely manner
- Improve the number of leisure facilities where training has been provided and a designated champion for young people/adults with SEND is in place.
- Increase the numbers of learning disability health champions, trained in health coaching and prevention, including life coaches.
- Increase the numbers of young people/adults with SEND who have undertaken independent travel training and provide an analysis of outcomes to drive improvement.
- Ensure transition journeys begin in line with best practice for individuals at the age of 14 that they receive a yearly review in line with their EHCP reviews.
- Measure the numbers and percentage of outcomes set at every EHCP / Transition review from year 9 onwards, that support the 4 preparing for Adulthood outcomes. (PfA).



Dudley Preparing for Adulthood Strategy 2020-2025

Outcomes and Priorities



PFA Pathways	We will:	To:	By:	Measures:
Education and Employment	Promote a culture in Dudley that encourages and supports young people with SEND to take part in meaningful learning, training, or employment opportunities.	Help young people enter employment and to gain greater choice, control, confidence, financial independence, stability, and role in the community. Increasing mental health and wellbeing and access to wider social networks. Make sure that the three year post 16 and one year post 19 education offer provides the young people with the access to full range of accredited and valued qualifications. Make the best use of the PfA pathways for young people with complex needs across all partners to enhance their life and lifestyle	Working with education establishments, training providers and employers to: <ol style="list-style-type: none"> 1. Develop and increase local provision for complex needs 2. increase the number of employment opportunities 3. increase the number of apprenticeships 4. increase the number traineeships/ volunteering placements 5. increase the number Supported Internship (SI) programme placements 6. Increase the number of training places available with post 16 training providers 7. increase the support available to young people to attract and sustain employment 	<ul style="list-style-type: none"> • PCF PfA Annual Satisfaction Survey • CYP Contact Satisfaction App • Dashboard (1-6) <ul style="list-style-type: none"> • Baseline – January 2021 • Current Position • Aim



PFA Pathways	We will:	To:	By:	Measures:
<p>Independent Living</p> <p>Increased independent living with greater choice and control</p>	<p>As partners we will deliver the support and training in line with assessed need for each young adult with SEND to enhance their independent living skills, confidence and self-esteem and endeavour to provide sufficient accommodation stock for them to live independently where they are able and have a desire to do so.</p>	<p>Make sure that young people with SEND can access increased range of options for housing, greater choice with enhanced skills through an accommodation pathway.</p> <p>Engage with young people earlier to better understand the wishes of the individuals enabling a greater control over which environment they want to live in.</p>	<p>Working with young people, parents, families, and carers to prepare for adulthood at the earliest opportunity and evidence their wishes and feelings throughout their life course to maximise their chance of independent living</p> <p>Working with partners to develop robust and clear pathways for young people with SEND to access support and training, including travel, finances, managing tenancy's, relationships, and daily living tasks.</p> <p>Working with housing services to identify suitable accommodation stock, adaptation options and communicate a clear pathway for accommodation-based services</p>	<ul style="list-style-type: none"> • PCF PFA Annual Satisfaction Survey • CYP Contact Satisfaction App • PFA Housing Provision Dashboard <ul style="list-style-type: none"> • Accommodation • Travel Training • Daily Living tasks • Managing Tenancy's • Finance <ul style="list-style-type: none"> • Baseline – Jan 2021 • Current Position • Aim

PFA Pathways	We will:	To:	By:	Measures:
Community Inclusion	Create an environment where children, young people and adults with SEND can get involved, take part, and give back to their community	Empower young people with SEND to have greater control over the relationships they want to maintain, develop, and progress. with greater opportunities to meet and engage with other CYP in a wider variety of settings to which access will be enhanced such as colleges, leisure centres, clubs etc....,	<p>Working with community groups, activity providers and organisations to promote an inclusive way of delivering services and activities</p> <p>Developing a culture of learning and sharing amongst the partnership to invest in youth involving organisations so that they are skilled and confident to support individuals with SEND to access universal activity.</p> <p>Working with a range of partners to further develop opportunities to get involved in ways that meet the needs of young people to include</p> <ul style="list-style-type: none"> • Buddying • Peer to Peer Mentoring • Sharing lived experiences to influence future service provision • Volunteering • Influencing decisions that affect them, their peers, and their families • To self-advocate • To work in partnership with strategic decision makers • To socialise and have fun 	<ul style="list-style-type: none"> • PCF PFA Annual Satisfaction Survey • CYP Contact Satisfaction App • NDTi Inclusion Web



PFA Pathways	We will:	To:	By:	Measures:
Health	<p>We will enable and empower/support individuals to achieve and enjoy the best possible health and wellbeing</p> <p>Improved health and wellbeing and life chances</p> <p>Young people experience and have access to good health provision and have the necessary tools to manage health (health passports, annual health (LD))</p>	<p>Ensure the young people are involved very early on in their PFA journey in discussions and decision making on their health needs and plans.</p> <p>Make sure that the young people and families have clarity on health pathways, treatments, expected health outcomes, who is responsible for funding equipment, treatments, and assessments and how to access them.</p>	<p>All children and young people that are supported by CCG commissioned services have a Care Management Plan.</p> <p>All children and young people have full participation in assessment and care planning (PHBs/HMP/Support Plans).</p> <p>Increased offer of Social Prescribing and use of HERE4Youth.</p> <p>Developing integrated pathways specifically around LTCs, Mental health and LD.</p> <p>Ensure that all CYP with complex and multiple health needs will be consistently provided with hospital passports which communicate their health and support needs.</p>	<ul style="list-style-type: none"> • PCF PFA Annual Satisfaction Survey • CYP Contact Satisfaction App • Planned audit of Care Management Plans • Reviewed at Contract Review and Clinical Quality Review meetings to which a PCF representation will be invited to. • Additional details to be added to the Local Offer. • DIHC Clinical Advisory Group

PFA Pathways	We will:	To:	By:	Measures:
Health		<p>Young people and families are more reassured that there will be no cliff edge when transitioning from children health services onto adult health services.</p> <p>Young people and their families experience improved positive experiences within GP settings who are fully aware of YP with SEND</p>	<p>All CYP with a LD diagnosis registered with a Dudley GP will have an Annual LD Health Check.</p> <p>Explore the use of technology to support in the increased uptake of LD health checks (post 14 years).</p> <p>Encourage parent/carers to access the All Age LD register and participate in LD health checks pre 14 years.</p> <p>The Dudley Integrated Care NHS Trust will ensure that within the clinical model and any developments in transition arrangements within pathways will be in line with NICE guideline NG43 'Transition from children's to adults' services for young people using health or social care services.</p>	<ul style="list-style-type: none"> • Transition arrangements are developed on and individualised and person-centred approach to ensure the needs of the individual are identified and the support required for that individual can be met • Transition arrangements will be developed jointly with the young person, family, primary care and education as appropriate • Fully involving the young person to ensure they are supported to make decisions and choices to direct their own care • Involves planning, the development of a transition plan which is goals based



Appendices

Appendix 1: Mental Capacity Act 2005 - Key Principles.

Principle 1: A presumption of capacity.

A person must be assumed to have capacity unless it is established that he lacks capacity.

The right of all adults to make their own decisions and an assumption of capacity unless proved otherwise. This means that assumptions cannot be made in relation to a young person's, young carer or adult carer's capacity based on their specific medical condition or disability.

Principle 2: Individuals being supported to make their own decisions.

A person is not to be treated as unable to make a decision unless all practicable steps to help him to do so have been taken without success.

A person must be given all practicable help before a decision is made that they are not able to make informed decisions. Every effort should be made to support and encourage people to make their own decisions. If a person is deemed to lack capacity then they should be involved in the decision making, as far as they are able to do so or with support.



Principle 3: Unwise decisions.

A person is not to be treated as unable to make a decision merely because he makes an unwise decision.

People have a right to make what may be regarded by other as unwise or eccentric decisions. Everyone has individual values, beliefs and preferences. This does not mean that a person lacks capacity.

Principle 4: Best interests.

An act done or decision made, under this Act for or on behalf of a person who lacks capacity must be done, or made, in his best interests.

If a person is assessed as lacking mental capacity then any actions taken or any decision made for, or on behalf of that person, must be made in the individual's best interest.

Principle 5: Less restrictive option.

Before the Act is done, or the decision is made, regard must be had to whether the purpose for which is needed can be effectively achieved in a way that is less restrictive of the person's rights and freedom of action.

Decisions made on behalf of the person who lacks capacity must be the least restrictive options that interfere less with an individual's rights and freedoms of action or whether there is a need to make a decision or act at all. All interventions should be proportionate to the circumstances of the case and the specific decisions to be made. All decisions and justification / rationale for decision making must be recorded.





Children and young people's alliance



Unlocking our children and young people's futures