

SPECIAL SCHOOLS PROPOSALS (22 May 2019)

APPENDIX 11:

POST 16

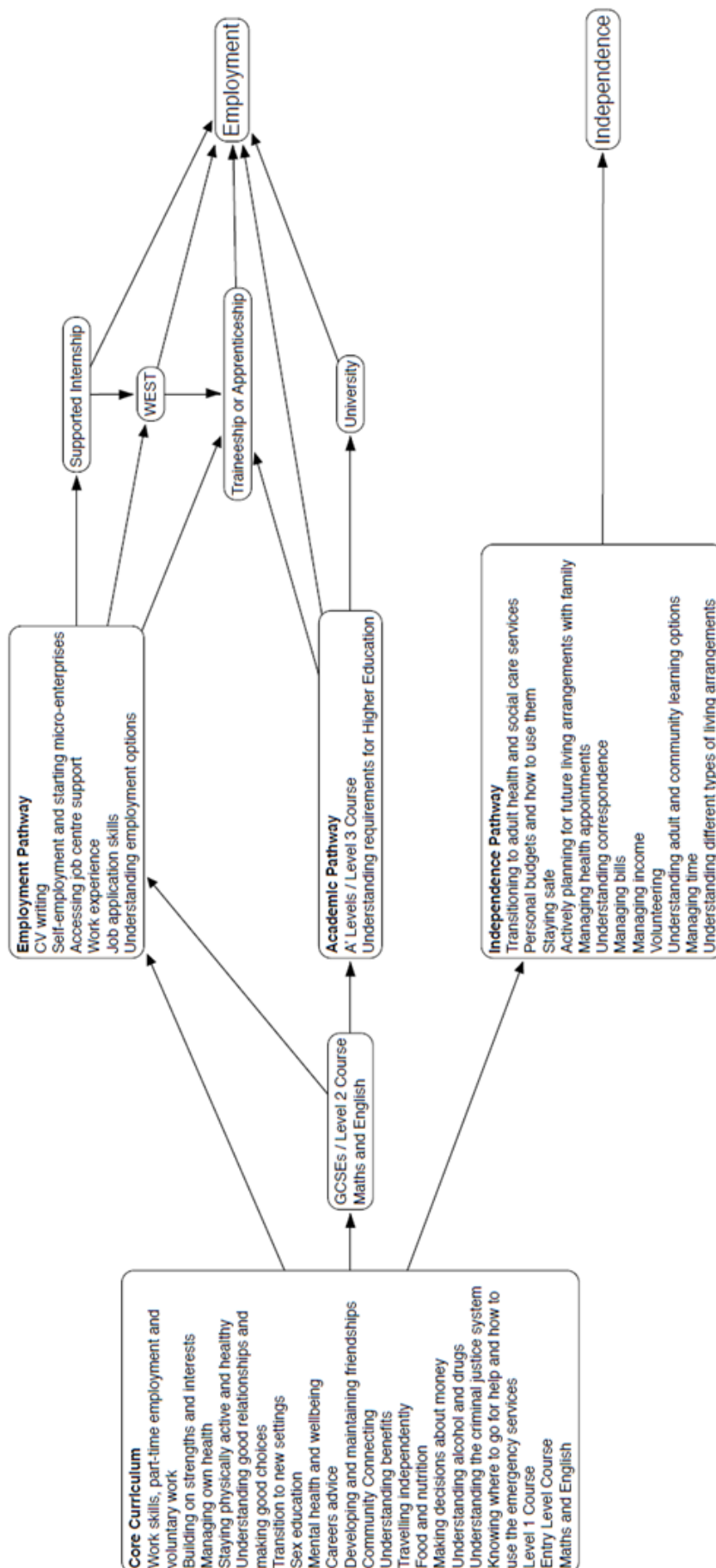
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11.1 Post 16 Options

Independence	Employment	University
Transitioning to adult health and social care services	Apprenticeships	A' Levels / Level 3 Course
Personal budgets and how to use them	Traineeships	Understanding requirements for Higher Education
Staying safe	Wiltshire Employment Support Team (WEST)	
Actively planning for future living arrangements with family	Supported Internships - working interviews	
Managing health appointments	CV writing	
Understanding correspondence	Self-employment and starting micro-enterprises	
Managing bills	Accessing job centre support	
Managing income	Work experience	
Volunteering	Job application skills	
Understanding adult and community learning options	Understanding employment options	
Managing time		
Understanding different types of living arrangements	GCSEs / Level 2 Course	
<p>Work skills, part-time employment and voluntary work Building on strengths and interests Managing own health Staying physically active and healthy Understanding good relationships and making good choices Transition to new settings Sex education Mental health and wellbeing Careers advice Developing and maintaining friendships Community Connecting Understanding benefits Travelling independently Food and nutrition Making decisions about money Understanding alcohol and drugs Understanding the criminal justice system Knowing where to go for help and how to use the emergency services Level 1 Courses Entry Level Courses</p>		

11.2 Preparation for Adulthood – Post 16 Curriculum Pathways



11.3 Post 16 Special Schools Options

Post 16 provision should have a clear focus on transition and preparing young people for adulthood and transition to adult life. A factor that would support this would be to create a transition team, creating a specialist group within the existing team of SEND lead workers. This team would have a particular focus on supporting young people to move beyond education in terms of employment, independent living, becoming a part of the community and managing their own health. The specialist team would engage with social care and health colleagues and would support young people, parents and carers to do the same. This staffing resource could also be trained to work more effectively with parents and carers to build their confidence to raise aspirations and encourage thinking about what the future might look like for their young people. The team would ensure that outcomes are personalised and focused on the young person's aspirations, supporting as independent a life as possible, and that they are transferable to the real world.

Option 1 - Post 16 special school on same site as pre-16 special school

The post 16 provision would be based on the same site as the new pre-16 special school and would provide education for learners with severe and complex learning difficulties. The focus would be on preparing for adulthood (employment, independent living, becoming a part of the local community and managing own health). **See bold type below for the curriculum**

The school could potentially provide a sixth form option for young people with moderate learning difficulties who would prefer to continue to progress with national curriculum options rather than moving to a local college to do a foundation programme. There could be the potential for short-term (interim) transition work with learners if they have chosen to move to another provider for their post 16 education.

Local residential provision could also be provided on-site.

Pros

- Parents and carers have stated that they would like a sixth form option for young people
- With local residential provision on-site, there would be no need to place in expensive, out-of-county provision where the council has little influence over cost or quality
- Social care and health teams could be based in the one place with easy access to support all learners
- Visiting teams and agencies would have easier access to all learners and less need to travel

Cons

- Travel for many learners would be an issue commuting between the school, employment and independent living venues
- Many learners would not be within their own local communities, which would cause difficulties in terms of developing independence skills in relevant settings
- Making links with employers across the county would be a challenge
- Developing community and service links within a learner's own community would be challenging
- It would not use the current wide range of providers and opportunities in the community and it is unlikely the school could replicate all the diversity currently available.

Option 2 - Post 16 special school based in transition hubs across the county

The post 16 provision would be based across three areas of the county (Trowbridge, Chippenham and Salisbury). Each area would have a transition hub as a base for learners. The staff team would work with a range of providers to create personalised provision and support for young people across a range of providers. This would make use of the framework of alternative providers, in addition to the local colleges and local independent specialist providers.

The focus would be on Preparing for Adulthood (employment, independent living, health and community).

Packages of curriculum and support would be brokered by the special school. Learners would be supported to access, or transition to local colleges of further education where appropriate. There would be a focus on employer engagement, work experience, work placements and working interviews.

See bold type below for curriculum.

This provision could also ensure proactive links to social care and health teams. These teams could be based, and work out of the local post 16 transition hubs.

Pros

- There would be less travel for young people, and would offer learners the opportunity to be trained to travel in relevant settings within their own communities and to start building their adult life locally
- There would potentially be cost savings for the council travel budget as young people would not be travelling long distances across the county and would be more likely to be trained to travel independently at an earlier stage
- Independence and life skills would be developed in a learner's own area and community - also offering the opportunity to develop social networks and friendships locally
- Work experience and placements would take place in the learner's own local area, giving more opportunity to build relationships with potential future employers
- Parents and carers of learners currently attending out of county placements have highlighted the difficulties for their young people in developing social contact locally - this might encourage more parents and carers to look positively at local provision options

Cons

- There would need to be clarity around the expectations from social care and health colleagues in terms of their contribution to the provision and outcomes
- Relationships with providers and packages of provision and support would need to be well managed - this would involve strategic management of contracts and costs as well as developing a good understanding of need and gaps in provision - there is likely to be a need for one person with county-wide strategic responsibility and three operational staff - one at each hub
- There would need to be a clear communication strategy, involving all stakeholders
- Learners, parents and carers would need to have confidence in the provision, so there would need to be considerable work in terms of information and marketing to ensure a good understanding of what provision for different individuals might look like

Option 3 - A combination of options 1 and 2

The post 16 special school would be based on multiple sites to offer a range of creative options for provision. Options 1 and 2 above would both be possible and would also include Exeter House provision

In addition learners could access core curriculum, such as English and Maths on the main special school site and the hubs for all other provision to allow for preparation for adulthood within relevant local communities.

Pros

- Core curriculum teaching on one site would mean lower costs and travel for teaching staff for these areas
- Parents and carers have stated that they would like a sixth form option for young people - there might be more confidence in provision if it was clear that all provision linked together and was overseen by the one body
- Preparation for adulthood learning could take place in relevant communities

Cons

- There would be capital costs over four sites
- There would be staffing costs over four sites

Option 4 - An existing post 16 provider takes on post 16 special school provision

The post 16 special school is tendered out and a new or existing provider would provide the post 16 special school as part of their provision. Learners choosing to access this provision would be able to choose between what the provider currently offers (if they currently offer something) and the new special school provision that they would provide. The council would create the specification for the special school provision. This could be an outcomes-based commissioning exercise. The client group would be learners with severe and complex learning difficulties and there would be an option for residential provision. The expectation would be that learners could access provision within their own communities. The key outcomes for this provision would be the Preparation for Adulthood outcomes of employment, independent living, being an active member of the community and managing own health. **Curriculum requirements would be as shown in bold type below.**

Pros

- Providers could identify creative options for delivering post 16 special school provision that have not yet been considered

Cons

- There would potentially be less choice and control of provision for learners, parents and carers
- The council currently contracts with local providers so that costs are low and equitable - this works because there is developing market of providers and therefore providers have to compete to attract learners - there is potential with this option for one provider to saturate and control the market and then subsequently to raise their costs
- It could potentially be more challenging for the council to influence quality of provision

Option 5 - There is minimum post 16 provision on site with a coordinated offer led by the LA or the special school, but based on the school site.

Post 16 provision would have a clear focus on transition and preparing young people for adulthood and transition to adult life. A factor that would support this would be to create a transition team, within the existing team of SEND lead workers. This team would have a particular focus on supporting young people to move beyond education in terms of employment, independent living, becoming a part of the community and managing their own health. The specialist team would engage with social care and health colleagues and would support young people, parents and carers to do the same. This staffing resource could also be trained to work more effectively with parents and carers to build their confidence to raise aspirations and encourage thinking about what the future might look like for their young people. The team would ensure that outcomes are personalised and focused on the young person's aspirations, supporting as independent a life as possible, and that they are transferable to the real world.

There is a good quality, wide-ranging post 16 local offer within Wiltshire which is available across the county and is able to meet the majority of needs and outcomes of learners with SEND. The council continues to build and expand provision using the dedicated team to work with providers to ensure quality and to develop curriculum. In addition to local colleges in all areas, the council has good working relationships with local specialist independent providers and providers of alternative education. Contractual arrangements are in place with these providers to support the monitoring of quality and to ensure that costs are equitable and fair when compared to those of local colleges. Learners would benefit from the special school and existing or new local post 16 providers. The current situation could be greatly improved with staffing resource to work with providers to create individual provision for learners. This could be one person with county-wide strategic responsibility and three operational staff - one for each area, in effect the creation of a virtual school, which could either come under the umbrella of the special school, or be directly managed by the council.

Pros

- With staffing resource, as outlined above, this option could be similar to option 2, but significantly more cost-effective
- Transition and the development of independence skills would be supported and encouraged in local communities
- The market would continue to develop - with competition between providers - enabling the council to work proactively with providers to keep costs down and to influence quality of provision
- There would be significant choice for learners and a team available to help them monitor and adapt goals as they engaged with the choice of provision.
- Having the post 16 team both attached, but additional to the school would encourage transition and adaption to adult life

Cons

- There would need to be some capital costs for post 16 provision at the school location, but in all other locations hubs would be based with existing providers
- Quality monitoring and cost management can be dependent on relationships between the council and providers
- Relationships with providers, and packages of provision and support would need to be well managed - this would involve strategic management of contracts and costs as well as developing a good understanding of need and gaps in provision

There would be a focus on voluntary and paid work with opportunities for work experience, work placements and working interviews. Learners would build on strengths and interests highlighted in their personal/vocational profile. They would create CVs and be offered opportunities to develop the skills they need when applying and interviewing for jobs. The school would offer supported internships for learners who are able to access these. There would also be clear routes to traineeships and apprenticeships and how to access support from the job centre. The council Wiltshire Employment Support Team (WEST) and Community Connecting services would provide curriculum and support.

For learners not able to access employment, the curriculum would focus on living as independently as possible, accessing and becoming part of the local community and managing health. Learners would be encouraged to develop an understanding of what opportunities are available beyond school, such as: adult education and community learning; different types of living arrangements; social and community facilities; transition arrangements to adult social care and health teams; benefits and personal budgets; and how to find help and support.

Where possible learners would be trained to travel independently to school and to the local community places they will transition on to.