

SEND Post 16 Education Strategy

As part of the 2014 Special Educational Needs Reforms, the Hackney Learning Trust and our partners within Social Care – both Children’s & Adults and Health, have prioritised the area of Post 16 Provision and Preparing for Adulthood. In particular, the areas of Educational Provision, Employment, Independent Living, Being an Active Member of the Local and National Community and having good Health have been identified as areas in need of development.

The aim of this strategy is to outline the different ways the Hackney Learning Trust will approach the areas to ensure that the provision provided is as effective as possible.

The purpose of this consultation is therefore to give as many people as possible, who have an interest in the strategy and area in general, the opportunity to provide us with comments and thoughts on the strategy and would kindly ask that you email any responses to Aneurin Wood at Aneurin.Wood@learningtrust.co.uk. If you are unable to access email you can send your comments via letter to Aneurin Wood, Lead Office for SEND Post 16, Hackney Learning Trust, 1 Reading Lane, London E8 1GQ.

We would be most grateful if your comments could reach us by Tuesday 7th March 2017. If you have any questions please do not hesitate to contact Aneurin Wood as outlined above.

5

Draft

**Hackney Post 16 Special
Educational Needs and
Disability (SEND)
Strategy**

2016 - 2020

Contents

1. Introduction.....	3
2. Vision for Hackney.....	4
3. The Legal Framework	6
4. Development of the Post 16 Strategy	9
5. Key Areas for Development	10
6. Key Principles	101
7. The current context in Hackney.....	12
8. Our Strategic Priorities.....	18
Strategic Priority 1: Develop local SEND provision to meet needs.....	18
Strategic Priority 2: Strengthen the SEND post 16 Offer and support	20
Strategic Priority 3: Develop employment pathways with partner agencies.....	21
Strategic Priority 4: Develop integrated SEND post 16 data systems	22
Strategic Priority 5: To Improve quality SEND post 16 information and accessibility.....	22
Strategic Priority 6: To establish integrated SEND Post 16/ Preparation to Adulthood Governance arrangements.....	23

DRAFT

1. Introduction

The SEND Post 16 strategy forms part of the HLT Post 16 strategy 2016-2019 and within the remit of the borough's wider SEND Strategy providing the aims and aspirations for SEND provision for Hackney children, young people and young adults. The SEND Post 16 strategy should be read in the context of other post 16 plans for young people which are in place and builds on the work already undertaken within mainstream schools, special schools, academies, further education colleges and with partner agencies to develop post 16 offer provision for young people in Hackney.

The Post 16 Strategy aim is for,

“Hackney young people to have high levels of post 16 participation in education and training, with above average rates of achievement and progress into apprenticeships and Higher Education”

The Strategy outlines how HLT will work to realise these aims for all its young people and ensure that SEND learners are enabled and supported to experience similar and/or appropriate opportunities for further education, training and or employment.

Although progress has been made in a number of areas of the post 16 curriculum in recent years, both professionals and parents recognise that SEND provision is often fragmented, lacks coherence and does not prepare SEND young people for work or independence. There are still SEND young people who are not engaged in education, training and or employment after leaving school/college. Although there is evidence that the overall number of NEET young people in Hackney has reduced in recent years, there is no reliable data available on the number of SEND NEET young people with EHC Plan/statement or who are considered vulnerable to allow resources to be more effectively targeted.

The SEND Post 16 strategy supports SEND young people aged 16-25 who have a formal EHCP, those who had an LDA Assessment which has been converted to an EHC Plan and those young people who are considered to be vulnerable with either learning difficulties and/or social, emotional and mental health difficulties.

2. Vision for Hackney

The vision for all SEND young people in Hackney is that they fulfil their potential and, as far as possible, meet their aspirations; that they lead happy, healthy lives and are able to make positive contributions as active members of their communities. The Post 16 SEND Strategy aims to support this vision through high quality provision in education, training, volunteering, work experience, apprenticeships programmes that support young people into engagement or employment and skills for independent or supported living.

All SEND young people need to have well planned and coordinated provision of services from education, health and social care which meets their individual needs and enables them to remain within their local community as they prepare for Adulthood, the world of work and beyond.

SEND young people and young adults, as well as their parents/carers often express their frustration at the lack of information and planning for when young people leave school (Yr 11 or Yr14) and college. Only a small number of Hackney SEND young people currently access employment, apprenticeships, supported employment or training. Often SEND learners repeat same level courses, which do not offer progression or preparation for adulthood.

The SEND Post 16 Strategy will clearly define and develop a multi-agency 16-25 pathway (service) for all SEND young people and young adults that enables participation in learning (be it formal education or vocational opportunities) at least until their 18th birthday. As 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, it will be important to ensure that 'raising the age of participation' for 16-18 year olds is available and accessible for SEND learners also. This means that the vision of SEND Post 16 strategy recognises that some SEND young people will require longer to achieve their education and or training outcomes to enable them to prepare for adulthood in a meaningful way.

Therefore the SEND post 16 vision is about:

- Having high quality provision for education, work experience, supported internships and employment.
- having joint commissioned arrangements and agreed protocols in place between HLT, its partners and its providers for agreed provision
- Recognising that many young people's SEND needs can be met without the need for a formal EHC assessment or Plan
- Increasing the options and appropriate pathways post 16 within Hackney and its neighbouring boroughs through developing partnership provision.

- strengthening collaborative partnership working as integrated SEND Post 16 services are developed between education, children's and adult care social services and the health authority for local provision for SEND young people with highly significant needs

DRAFT

3. The Legal Framework

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEND), must have regard to:

- *The views, 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.*

In addition, Section 20 describes when a young person has special educational needs as

(1) A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A young person has a learning difficulty or disability if he or she—

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.

Chapter 8 of the Code of Practice (2015) is about preparation for adulthood and paragraph 8.39 states

"Local authorities 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"

The new Special Education Needs and Disabilities Code of Practice (July 2014) and Care Act (2014) emphasise the need for all relevant agencies, i.e. health, social care and education, to support young people with special educational needs (SEN) or disabilities to prepare for adult life and support them to achieve their potential to engage in employment, independent living, and community participation and achieve and maintain good health (*Chapter 8 Preparing for adulthood from the earliest years*).

It is the local authority's responsibility to establish a shared vision and strategy with co-ordinated approaches by agencies to secure better outcomes.

Local Authority agencies should work together to provide pathways into employment, independent living, participation in society and good health.¹

Agencies should support to young people to build on their achievements and ensure young people have access, through the local offer, to services that help to develop the necessary skills to enable them to access these pathways.²

LAs duties should include:³

- Regard to the views of young people and provide support where necessary (Chap 1)
- The offer of impartial advice and information directly to young people (Chap 2) and ensure that they and their families are able to use services effectively⁴
- Make joint commissioning arrangements regarding health, education and social care (Chap 3).⁴
- Review of education and care provision, consulting young people directly (Chap 3) and use a personalised framework, based on outcomes, which support young person's long term goals and aspirations⁴
- Produce a local offer outlining provision available which will prepare young people for adult life.
- Provide support to access higher education (Chap 4)
- Advice on support and benefits available in higher education including DSA (8.46)
- Building capacity to provide a comprehensive universal and targeted service.⁴

In addition, Chapter 3 which is about working together across education, health and care joint outcomes paragraph 3.9 states

*“Joint commissioning arrangements **must** cover the services for 0-25 year old children and young people with SEN or disabilities, both with and without EHC plans.”*

Section 21 in Children and Families Act 2014 further cements the importance of the joint arrangements for Special educational provision, health care provision and social care provision as follows:

¹ SEN Code of Practice July 2014, final version, Chap 8, para 8.3

² SEN code of Practice July 2014, final version, Chap 8, para 8.39: Joint Commissioning Principles

³ SEN Code of Practice July 2014, final version, Chap 8, para 8.5

⁴ Joint Commissioning Principles

(1) “Special educational provision”, for a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in— (c) mainstream post-16 institutions in England

(3) “Health care provision” means the provision of health care services as part of the comprehensive health service in England continued under section 1(1) of the National Health Service Act 2006.

(4) “Social care provision” means the provision made by a local authority in the exercise of its social services functions.

(5) Health care provision or social care provision which educates or trains a young person is to be treated as special educational provision (instead of health care provision or social care provision).”

See Annexe 1 for more details on Roles and Responsibilities of the Local Authority

DRAFT

4. Development of the Post 16 Strategy

The SEND Post 16 Strategy has been developed from the work undertaken by a Task and Finish Group set up to address SEND post 16 issues within the borough. The group consisted of the following:

- senior staff in mainstream schools and Hackney Community College,
- work experience providers,
- Parents from Hackney Improvement Partnership (HIP)
- Special Educational Needs and Disability Information , Advice and Guidance (SENDIAG)
- Hackney Learning Trust officers.

The group met monthly for eight months from February 2016.

From the Task and Finish Group a further three groups were formed,

- a curriculum group, which also considered preparation for adulthood,
- a group mapping existing SEND employment pathways within the Hackney and beyond
- A group which considered the interface between children's and adult care services.

In addition, work was undertaken on relevant data needed to provide management information to underpin the main recommendations from the three groups.

This strategy reflects the work undertaken by these groups and the views and comments received from interviews with parents and young people, who attended mainstream and special schools in Hackney. It also reflects the views of parents of some young people who attended independent /non maintained schools, as well as a number of professionals from schools, FE colleges, Hackney Local Authority, service providers and other educational providers who were interviewed and provided comments and views which helped to shape this SEND Post 16 Strategy.

Hackney thanks all those who participated and contributed to the completion of this Strategy.

(See Annexe 2 -views of young people, parents, professionals, Annex 3 for the working group's recommendations and activities and Annex 7 for the contributors to the strategy)

The emerging themes that came out of various groups, discussions and comments form the basis of the strategic priorities described in the following section.

5. Key Areas for Development

As indicated within the Hackney SEND Strategy

‘Hackney wants to ensureall SEND young people and young adults have the full range of support and opportunities available..... with opportunities to maximise their life chances, goals and aspirations.’

With reference to the Ofsted Moving Forward Report (March 2016), and in capturing the discussions from Hackney’s stakeholders, there are a number of priorities to consider outlined below to support Hackney achieve this vision for SEND post 16 learners

- Strengthen the Post 16 offer and support service framework for young people and young adults with SEND (SEND Strategy 2016/20)
- Develop local provision to meet needs particularly in relation to post 16 Autism Spectrum Disorder in partnership with local special school and neighbouring borough (supported by DfE Bid and outcome to be confirmed).
- Develop and strengthen the range of work related experiences and supported employment opportunities for SEND students (HLT post 16 Strategy)
- Support FE settings to focus on progression towards positive destinations and preparation for adulthood pathways. (Ofsted)
- Ensure providers have specialist resources, experience and expertise to provide high quality education and training to enable SEND young people achieve their goals (Ofsted)
- Ensure the Preparation for Adulthood themes: Health, supported housing, supported employment and social relationships are embedded within all partners/provider assessments, interventions and outcomes framework (National Preparation to adulthood network)
- To utilise the Disabled Children Needs Assessment data and Adult learning Disability data for intelligence gathering to develop the provision map for the post 16 cohort (JSNA- Public Health)
- To work within a co-productive framework with SEND young adults and parents/carers to have accessible and helpful information through the Local Offer that provides guidance and enables them to make informed choices for SEND post 16 provision (Local Offer)
- To develop a commissioning framework to ensure the right number of placements, resources and opportunities are made available to meet needs and aspiration of individual learners (Ofsted)

6. Key Principles

The delivery of Hackney SEND Post 16 vision and priorities will be underpinned by the following principles:

1. There should be provision available to all young people with SEND aged 16 to 25 to access purposeful activities i.e. education, work experience, supported employment, self-employment, supported internship, apprenticeship, or training, including voluntary and community projects as appropriate.
2. All young people with SEND should be able to make appropriate progress from whatever starting point with a clear destination pathway.
3. All young people with SEND post 16 should have access to (high quality) impartial careers advice and guidance which prepares them for their next steps in life
4. All young people with SEND are entitled to expect a safe environment for learning and working
5. All young people should have access to work related learning activities as appropriate to their level of ability
6. Services are delivered through partnership working and joint commissioning arrangements for SEND Post 16
7. Equality of access to a range of SEND post 16 services and support to provide increased choice and control
8. Engagement with all relevant stakeholders to have in place governance arrangements for the delivery of the SEND Post 16 Strategy
9. Ensure that the Local Offer reflects the range of support and opportunities available to all SEND post 16 learners, particularly those with high needs.
10. Ensure culturally appropriate support and services are available for all SEND Post 16 learners to promote inclusion and community cohesion.

7. The current context in Hackney

Hackney is a diverse and vibrant borough with a growing young population. However, the economic and social mobility of those coming into Hackney may affect the SEND population in years to come as the deprivation indicator may change the profile of SEND in the future.

The current overall population of Hackney is 267,955 (GLA data 2016) which is an increase of 7.6% since 2011. It is projected to increase to 281,866 by 2022. The 0-25 population is currently 91,332 which represents an increase of 1.8% from 2011 and is projected to increase to 93,187, a further 2%, by 2022. Within the overall context of this increase there are particular increases most notably the 5-16 age group (14%) but also some increase in the under 5's and 16-19 year olds: 5.6% and 2% respectively. Table 1 (below) shows that from 2011 to 2022 the overall population in Hackney is expected to rise by 12% mainly in the under 5 and 5-16 age group with a slight increase in the 16-19 population of 1.7%.

The number of children with a Statement/EHC Plan has risen from 1267 in 2011 (2.0% of the population 0-19 years) to 1645 in 2016, which is 2.5% of the population 0-19 years.

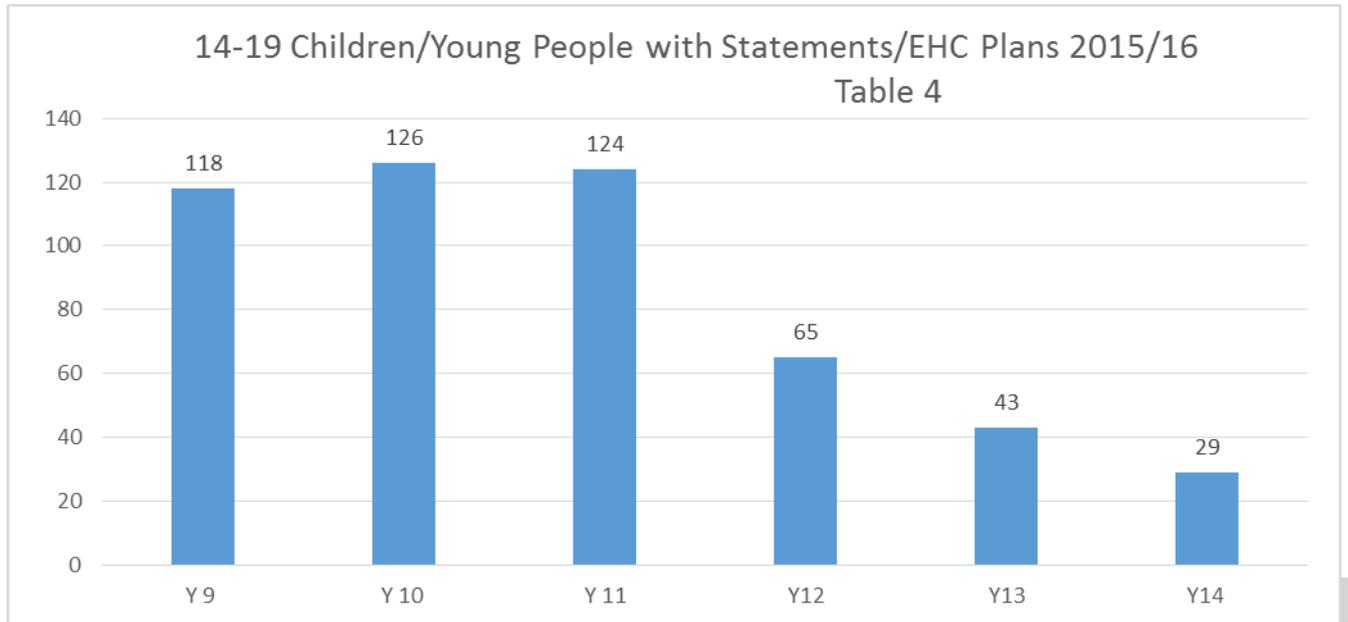
If numbers of children and young people who will receive EHC Plans continue to rise at the current rate the percentage of children/young people with an EHC Plan in 2022 is likely to exceed 3% of the population 0-19.

Hackney Learning Trust is currently in the process of converting all young people post 16 who have requested a conversion from Learning Disability Assessments (LDA) to an EHC Plan by December 2016 and this number needs to be added to the overall cohort of young people with an EHC Plan.

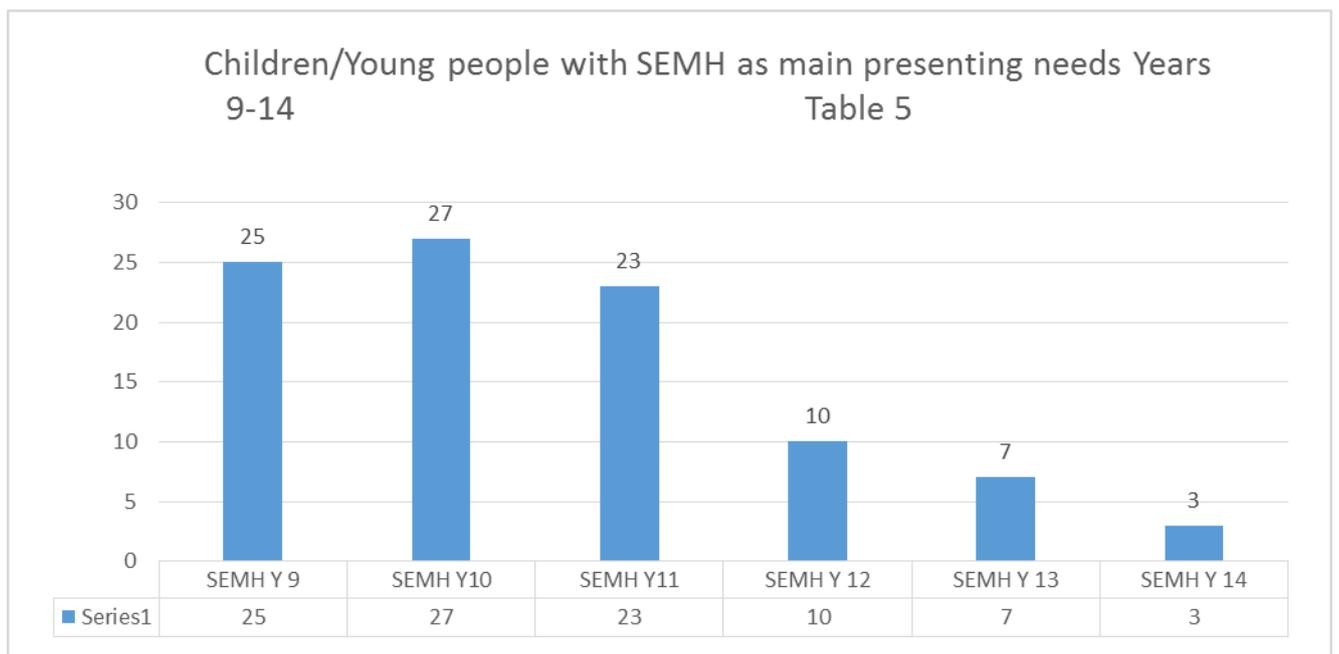
Table 2 shows the current number of children and young people with an EHC Plan/statement and the distribution of this number. It should be noted that currently 400 (23%) of children and young people attend out borough mainstream and special schools.

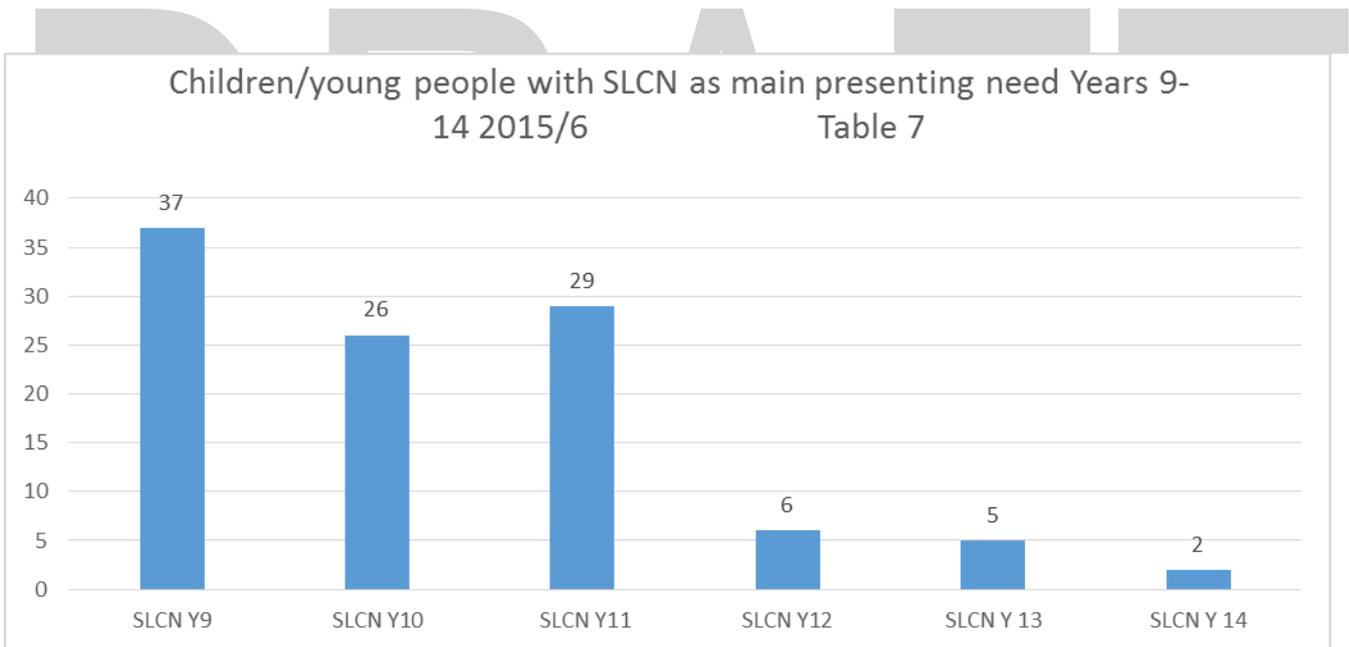
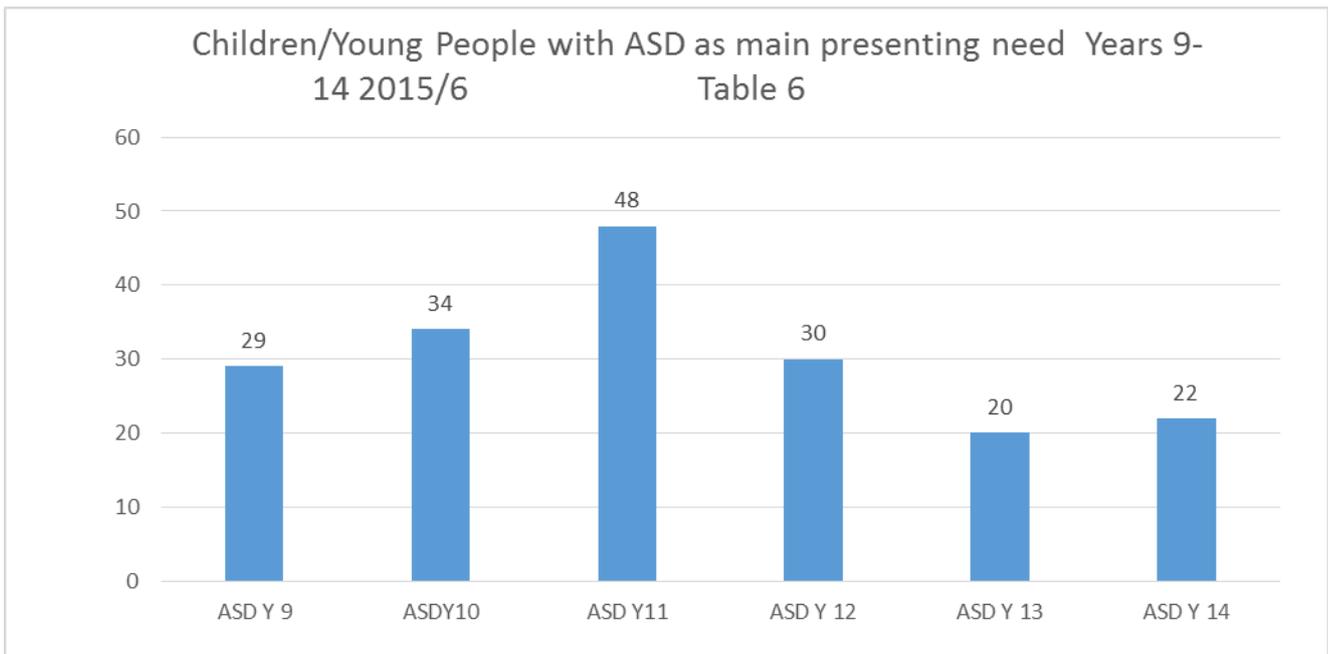
Year Group	Ickburgh	The Garden	Stormont House	Out borough Independent/Non maintained special schools (including OJ)	Out borough special	In borough mainstream	Academies	Out borough mainstream	FE Colleges	Total
N -3/-2/-1	3	1		28		6		3		41
R/0	4	6		10		41		5		66
1	6	14		12	5	69	4	5		115
2	8	8		5	1	74	4	6		106
Total KS 1	21	29		55	6	190	8	19		328
3	3	6		4	1	60	4	7		85
4	5	10		6	1	82	4	9		117
5	4	9		9	2	81	1	7		113
6	2	5		13	5	80	2	8		115
Total KS2	14	30		32	9	303	11	31		430
7	5	13	17	21	1	21	41	6		125
8	7	10	18	14	8	19	45	9		130
9	3	6	11	12	10	22	46	12		122
Total KS3	15	29	46	47	19	62	132	27		377
10	9	8	15	15	11	31	39	15		133
11	1	12	6	19	13	25	46	8		130
Total KS4	10	20	21	34	24	56	85	23		273
Y12	7		14	22	6	6	5	2	88	150
Y13	2			10	10	1	3	9	35	70
Y14	2			4	6			5		17
Total KS5	11		14	36	22	7	8	16	123	237
TOTAL	71	108	81	204	80	618	244	116	123	1645

It should be noted that the higher numbers in Years 9-11 are likely to continue into post 16 education.



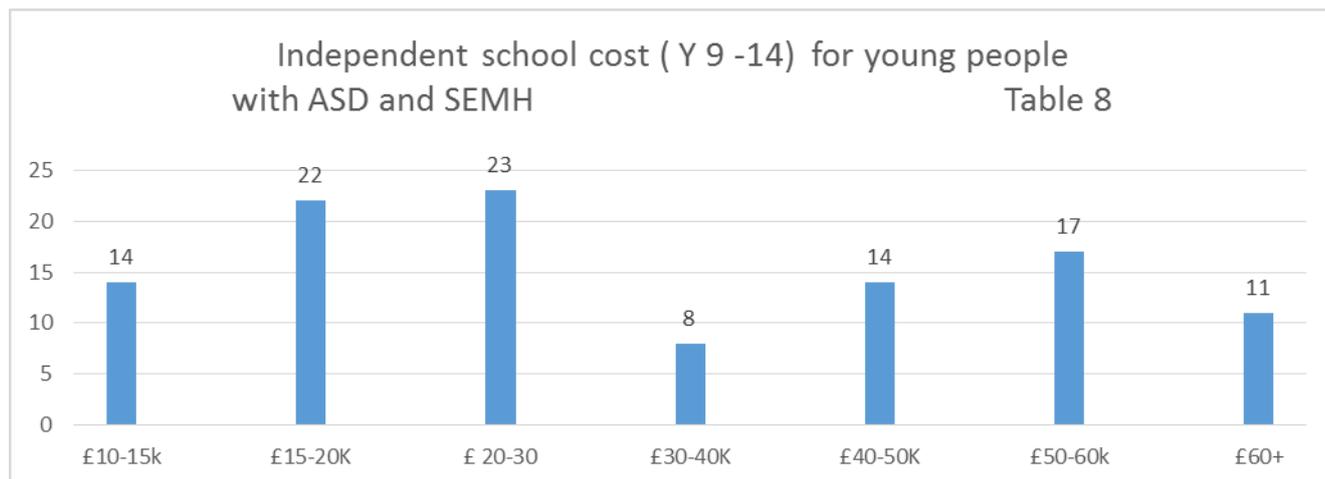
The three tables below (Tables 5, 6 and 7) show the number of children/young people with EHC Plans/statements of special educational needs and the three main areas of needs for Year groups 9-14. These are social, emotional and mental health, (SEMH), autistic spectrum disorder (ASD) and speech language and communication difficulties (SLCN). This shows clearly the demand for provision in these three main areas, as the numbers of children/young people with these needs continues to increase.





The cost of 109 young people aged from Year 9-14 attending independent/non maintained special and maintained schools with a main diagnosis of ASD and SEMH is currently £4.2m per annum.

The table below (Table 8) show the numbers and costs of young people attending independent/non maintained schools is rising with an average cost of £39k per place. It should be noted that 11 of these young people each currently cost HLT more than £60k per annum, with some being jointly funded by education and social care services.



The Charts above provide the financial context for why there needs to be a SEND Post 16 strategy in partnership with colleagues across children and adult social care as well as health. In order to respond to emerging needs of

- ASD and SEMH which represent the areas of need where there is highest and increasing demand post 16.
- The high number of young people post 16 with EHC Plans who attend high cost out of borough placements

We also need to ensure we have developed the employment route for those SEND learners who need additional support as shown in the grid below.

SEND EMPLOYABILITY ACCESS GRID

INDEPENDENT ACCESS TO TRAVEL & EMPLOYMENT		NON-INDEPENDENT TRAVEL BUT ACCESS TO EMPLOYMENT		INDEPENDENT TRAVEL – FULL SUPPORTED EMPLOYMENT		FULL SUPPORT TO TRAVEL & EMPLOYMENT
LEVEL OF NEED	RECOMMENDED SERVICES	LEVEL OF NEED	RECOMMENDED SERVICES	LEVEL OF NEED	RECOMMENDED SERVICES	BESPOKE PROVISION AND SERVICES TO INCLUDE:
HIGH	<ul style="list-style-type: none"> EMPLOYMENT MENTORS TO ASSESS SKILLS AND RELEVANT WORK PLACEMENTS THOP TEAM: ACCOMPANY TO INTERVIEWS 	HIGH	<ul style="list-style-type: none"> TRAVEL TRAINING AND SUPPORT VIA ‘BIG BUS DAY’ AND TFL MENTOR INITIATIVES ALLOCATED TRAVEL BUDDY EMPLOYMENT MENTORS TO ASSESS SKILLS AND RELEVANT WORK PLACEMENTS 	HIGH	<ul style="list-style-type: none"> ADULT SOCIAL CARE (?) PERSONAL BUDGET SUPPORT (?) SUPPORTED TRAVEL COMMUNITY BASED ENTERPRISE PROGRAMMES 	<ul style="list-style-type: none"> ADULT SOCIAL CARE PARTNERSHIPS SUPPORTED TRAVEL PERSONAL BUDGET SUPPORT COMMUNITY BASED ENTERPRISE PROGRAMMES
MEDIUM	<ul style="list-style-type: none"> JOB COACHING/ GRAND MENTORS OR YOUNG HACKNEY 	MEDIUM	<ul style="list-style-type: none"> TRAVEL TRAINING PROGRAMME TO INCLUDE AWARENESS ALLOCATED TRAVEL BUDDY 	MEDIUM	<ul style="list-style-type: none"> TRAVEL BUDDIES FULLY SUPPORTED EMPLOYMENT 	
LOW	<ul style="list-style-type: none"> MENTORING /COUNSELLING LOW-LEVEL SUPPORT FOR TIMKEEPING/ATTENDANCE 	LOW	<ul style="list-style-type: none"> THOP TEAM: ACCOMPANY TO INTERVIEWS LIMITED TRAVEL BUDDY 	LOW		

8. Our Strategic Priorities

The following strategic priorities are informed by significant consultative work with stakeholders. In order to focus and develop Hackney's local arrangements for SEND young people aged 16 to 25, the agreed priorities taken from section 5 are as follows:

1. Develop local SEND provision to meet needs
2. Strengthen the SEND post 16 Offer and support
3. Develop employment pathways with partner agencies
4. Develop integrated SEND post 16 data systems
5. To Improve quality SEND post 16 information and accessibility
6. To establish integrated SEND Post 16/ Preparation to Adulthood Governance arrangements

Strategic Priority 1: Develop local SEND provision to meet needs

Why is this important for Hackney?

There is a need to ensure that there is a range of high quality SEND post 16 provision available locally particularly for young people with Autistic Spectrum Disorder (ASD) and Social Emotional Mental Health (SEMH) needs, as these groups are significantly growing cohort in Hackney. Provision needs to be well co-ordinated with an emphasis on person centred planning. Provision, both full and part time, needs to be in line with the aspirations of young people but also compatible with the most efficient use of resources working with a range of services within the borough and in collaboration with social care (children and adults) as well as neighbouring boroughs.

We will:

- a) Plan and develop with young people and their families, with social care, health and neighbouring boroughs, the most appropriate local provision to support young peoples' aspirations.
- b) Review existing out borough provision attended by young people with SEND at post 16 to determine value for money and suitability.
- c) Develop more provision for young people with Autistic Spectrum Disorder (ASD) and Social Emotional Mental Health (SEMH) needs within Hackney at post 16 which is high quality and cost efficient.

We will know we have been successful if:

- There are Integrated Pathways in place for SEND post 16 learners
- Local provision meets the needs of young people with Autistic Spectrum Disorder (ASD) and Social Emotional Mental Health (SEMH)
- There are joint arrangements in place that meet local needs

DRAFT

Strategic Priority 2: Strengthen the SEND post 16 Offer and support

Why is this important for Hackney?

In strengthening the SEND post 16 offer, we will support all SEND young people make successful transitions to appropriate provision. We will ensure robust collaborative transition planning between social care (children and adults) and health providers from Year 9 to develop clear progression pathways with outcomes. Where necessary and appropriate to increase the range of local provision to provide more choice and control

We will:

- a) Work with maintained mainstream schools, academies, and FE colleges to agree and to put in place a process for collaborative transition planning arrangements from schools to FE College.
- b) Develop appropriate arrangements to support very vulnerable young people with SEND in special schools to have a smooth transition from school to FE College.
- c) Work with all schools, colleges and settings to develop ways of working which are person centred, outcome focused and linked to EHC Plans.
- d) Work with partner agencies to have in place clear transition protocols and integrated pathways

We will know we have been successful if:

- There is an increase in the participation rate at post 16,
- There is a reduction in the number of young people with SEND who are NEET
- There is increased progression into a wider range of high quality local courses

Strategic Priority 3: Develop employment pathways with partner agencies

Why is this important for Hackney?

Employment is seen as a valued progression route and employment pathways are a key component of the local offer. In developing employment pathways, we will increase opportunities for SEND young people and young adults to successfully manage the transition from education to employment. In addition, for those SEND young people needing alternative employment pathways, develop the volunteering and community engagement pathways to ensure all SEND young people a range of options available to them.

We will:

- a) Work with Ways into Work (LBH job brokerage) to encourage creation of employment related opportunities for this cohort with the council and strategic partners.
- b) Develop commissioning arrangements with existing local providers in Hackney and beyond to deliver a range of high quality work experience opportunities, apprenticeships and supported internships.
- c) Develop a directory via the local offer outlining support available for SEND young people who want to access employment opportunities
- d) Work in partnership with local employers and SEND young people and young adults to ensure that they have the appropriate skills and training in preparation for employment.
- e) Work with LBH / Health apprenticeship coordinators to ensure schemes include vacancies for SEND young people and young adults.

We will know we have been successful if:

- There are increased numbers of SEND young people accessing and staying in employment related positions.

Strategic Priority 4: Develop integrated SEND post 16 data systems

Why is this important for Hackney?

To use data intelligently to identify gaps, map SEND Post 16 provision, address emerging themes outlined in JSNA (Disabled Children Needs Assessment and Adult Learning Needs Assessment) and other relevant local or regional documentation.

We will:

- a) Collect and submit to DfE accurate SEND NEET data.
- b) Have an integrated SEND Post 16/ Preparation to Adulthood 16-25 database containing information on all SEND young people that captures primary need, progression, destination, health and social care support packages, costing for current provision and any other relevant data that helps map and plan future provision.

We will know we have been successful if:

- Hackney's NEET data accurately reflects the number of NEET SEND young people.
- We are able use accurate and reliable data to commission or recommission jointly SEND Post 16 services to meet need.

Strategic Priority 5: To improve quality SEND post 16 information and accessibility

Why is this important for Hackney?

The Local Offer should reflect the range of SEND Post 16 services available across the partnership and settings with up to date, relevant and accurate service entries.

To ensure that SEND young people and young adults alongside the parent/carers are able to work in a co-productive manner to voice their input into shaping SEND Post 16 arrangements and developments

We will:

- a) Provide early information for SEND young people and their parent/carers to manage expectation and prepare effectively for progression
- b) Work in partnership and co-production to shape SEND Post 16 service and pathways
- c) Ensure those providing advice and guidance involve SEND young people and young adults in the creation and dissemination of relevant SEND Post 16 information
- d) Develop innovative and technological methods of communicating such, e.g. Wikis, with SEND Post 16 young people and young adults

We will know we have been successful if:

- SEND young people have an understanding of the options available to them at key transition points
- SEND young people and their parent /carers know how to easily access information that supports them to make informed choices

Strategic Priority 6: To establish integrated SEND Post 16/ Preparation to Adulthood Governance arrangements

Why is this important for Hackney?

To build confidence across stakeholders and partners in education, social care, health services, parents/carers and SEND young people and young adults, there must be robust and consistent oversight in the development of SEND Post 16/Preparation for adulthood arrangements.

We will:

- a) Put SEND young people and their families first and work to ensure that they have confidence and trust in the SEND post 16 provision in Hackney
- b) Devise a clear action plan with a timeline from the SEND Post 16 Strategy and involve all stakeholders in this development
- c) Develop appropriate work streams which will include SEND young people and young adults, and parents/carers to deliver the action plan
- d) Ensure that appropriate governance arrangements are in place to oversee the implementation of the main priorities of the strategy
- e) Ensure that in all levels of participation, parent/carers and SEND young people and young adults are fully engaged in SEND policies and practices at post 16.

We will know we have been successful if:

- The Post 16/ Preparation to adulthood pathway is clearly understood
- SEND young people and their parent/carers voice satisfaction and confidence in the SEND Post 16 arrangements in place.