Design principles and key priorities for change

CONTENTS

INTRODUCTION

This 0 - 65 Disability Framework is aimed at people with special educational needs or disabilities of all ages in Croydon - and their families – to ensure they are supported to take control of living their lives in the way that suits them. The Framework highlights our approach to developing services shaped around the needs of those who use them. There is a strong focus on clear and fair access to services as well as preventing, reducing and delaying the need for urgent support when things go wrong.

Services will continue to protect vulnerable people, working with them to understand their needs but also encouraging and supporting them to take responsibility for managing their lives. The Framework will be used to guide a better choice of services that are delivered in a way that meets an individual's needs. A few people will need specialist support but the majority of people with disabilities can be supported through good information, advice and guidance and the universal support open to everyone.

The Framework is based on the views of people with disabilities about what is important to them and this information will shape the service pathways that will be developed. We will continue to listen to disabled people and their families to ensure that services meet their priorities and aspirations.

1.   AIMS AND SCOPE

Croydon Council is committed to working with its partners to improve outcomes for children and young people and adults with Special Educational Needs and / or Disabilities. Achieving this will take time and requires collaboration and trust, with relationships between partners and clients based on constructive challenge and mutual support.

There are strong foundations to build on but also areas of practice which are not securing the outcomes we are seeking to deliver. The purpose of this framework is to secure agreement on the direction of travel over the next 5 years and to inform a reshaping of services over the next 12 months that will underpin future service development and improvement.

The diagram below summarises our approach.
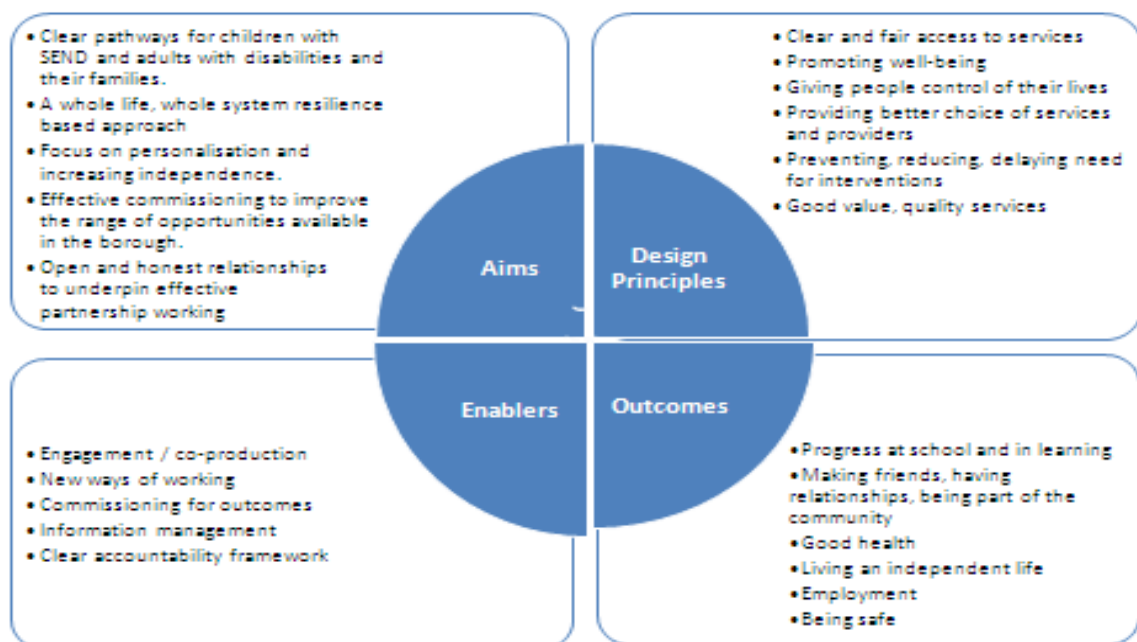
Scope of service redesign

A reshaping of services within the Council is planned over the next 12 months to be delivered in two phases:

- **Development of a 0-25 Special Educational Needs and Disabilities Service**

Implementation date: 1 April 2016

This will build on the SEND reforms and formalise the collaboration between education and children's and adults social care facilitating joint case management to support the planning and delivery of person centred Education, Health and Care Plans for children and young people with complex needs. It will also address the challenges of transition planning with an integrated care planning function to age 25.

- **Development of 0-65 Disability Service**

Implementation date: October 2016

The services in scope for remodelling are the current assessment and case management functions that support children and adults with Special Educational Needs and Disabilities. There are also significant implications for the way in which we commission services to meet individual needs. These are outlined in section 8 along with other enabling functions such as information to support effective planning and forecasting.

A key partner in delivering improved outcomes is Health commissioning: robust arrangements are in place between the Croydon Clinical Commissioning Group (CCG) and the Council through the Integrated Commissioning Unit (ICU) for joint commissioning, and with Croydon Health Services, the local NHS provider. It is envisaged that these joint arrangements will be strengthened through this redesign process with particular benefits from reviewing the transition from children's to adults' provision at age 18.

2.   CONTEXT FOR CHANGE

National Context

There have been very significant changes in central government policy affecting how outcomes will be met in the future for children, young people and adults with special educational needs and disabilities.

The Children and Families Act 2014 introduced a range of reforms for children and young people with Special Educational Needs and Disabilities (SEND). The reforms included a single assessment process for integrated education, health and care plans that reflect aspirations as well as needs; options for personal budgets to give families choice and control over their support; joint commissioning of services to meet needs; publication of a Local Offer of services to provide information on the range of services available ; new statutory protections for young people aged 16-25 in further education and a stronger focus on preparing them for adulthood.

The Care Act 2014 impacts on how the local authority provides social care. Carers have the right to be assessed for support so that their needs and the needs of the person they care for are viewed holistically; the use of personal budgets and direct payments is encouraged so that individuals and carers have choice and control; integrated working with health, social care and the voluntary sector; an information and advice service to be available for everyone in the local population; preventative services to be provided that avoid or delay the need for emergency interventions.

There are important links between the two pieces of legislation and the local authority needs to take account of the opportunities offered for the integration of services.

Local Context

In addition to national policy change**s** Croydon, as other Local Authorities, is balancing an increased demand for services with reduced government funding. It has developed and published an Independence strategy, to sit alongside strategies for Growth and Liveability, to help address the challenges faced as a result of these changes and to capitalise on the opportunities available.

The Independence Strategy is designed to help maximise life chances and outcomes through:
– Empowering communities to support and take responsibility for each other
– Providing access to high quality learning and empowering individuals and families to be personally and financially resilient, to maximise their quality of life and live in housing appropriate to their needs
– Safeguarding and protecting children and vulnerable adults from harm
– Through a single view of the customer, enabling individuals and families to have a single, joined up service where possible (within the Council and with partners) and as early as possible, improving the difference the Council makes to the lives of the people of Croydon at less cost to the public purse

"Croydon Council is committed to developing a '**Whole Family Approach'** to services which means considering the needs of the whole family. The activity within the Independence Strategy will work towards having a 'single view' of our residents so that people do not need to give their information more than once and ensures we respond in a joined up way to

meet the needs of families. This will be achieved through better co-ordination and integration of services, which is an overarching principle that will inform our approach to promoting independence within Croydon."

The development of an all age approach to improving outcomes for people with disabilities is consistent with this wider strategy.

What does the current system look like?

The current system is complex and characterised by discontinuities across age and service boundaries resulting in large numbers of transactions between services and a lack of holistic, long term planning focussed on improving outcomes. A commitment to personalised planning and creative local support packages is difficult to achieve as the menu of commissioned services often does not match the evolving and increasingly complex range of needs. Decision-making needs involvement from the full range of relevant partners to ensure robustness and longevity.

The consultation has demonstrated that we have a key strength and that is the evident commitment of staff and key partners to think creatively about how we can deliver improvements.

3.   WHAT DO WE KNOW ABOUT NEEDS IN CROYDON

0-25 COHORT: Croydon currently has 2100 pupils with statements of SEN that will transfer to Education Health and Care Plans by 31 March 2018. This number is set to increase by 5% each year. There are 11,311 children in Croydon schools receiving SEN support through a graduated response. 427 children with disabilities receive social care support. From this cohort approximately 40 children per year will require ongoing support into adulthood.

Primary Need	Total
Autistic Spectrum Disorder	618
Behavioural, Emotional and Social Difficulties*	307
Hearing Impairment	38
Moderate Learning Difficulty	328
Multi-Sensory Impairment	6
Others	120
Physical & Medical Difficulties	1
Physical Disability	158
Profound & Multiple Learning Difficulties	53
Severe Learning Difficulty	187
Speech, Language or Communication Difficulties	233
Specific Learning Difficulties (Dyslexia)	35
Visual Impairment	17
Grand Total	2,101

* (now Emotional, Social and Mental Health Needs in 2015 SEND code of practice)

The majority of pupils with statements of SEN / Education Health and Care Plans are educated in mainstream schools. Children with complex SEN or disabilities may receive support from a range of agencies from early years through to adult life. This includes therapeutic interventions and other medical support. It also includes broader family support from social workers to address the challenges of managing complex needs in the home environment.

ADULT COHORT (18-65): According to the latest figures[1] in Croydon:

- 1 in 10 adults have a physical disability
- 1 in 50 adults have a learning disability
- 1 in 10 adults have a sensory impairment

Physical disabilities

There are estimated to be 23,088 adults aged 18-64 with a physical disability living in Croydon in 2015 (of these 77.7% will have a moderate physical disability and 22.3% will have a serious physical disability).

---

[1] Source: Projecting Adult Needs & Service Information (PANSI), Rates calculated using predicted population for 2015

The proportion of adults estimated to have a physical disability increases with age. The age group with the highest rate of physical disability is the 55 to 64 year old age group with 207 per 1,000 of the adult population estimated to have a moderate or serious physical disability. This is the equivalent of 2 in 10 people aged 55 to 64 in Croydon having a physical disability

Learning disabilities

There are estimated to be 6,838 adults with a learning disability (aged 18 years and over) living in Croydon in 2015 (of these 79% will have a mild learning disability, 16% will have a moderate learning disability and 5% will have a severe learning disability).

There is some variation in the estimated prevalence rates of learning disabilities across the population, with higher predicted rates for the younger age groups. The age group with the highest rate of learning disability is the 18 to 24 years with 27.1 per 1,000 of the adult population.   This is the equivalent to 3 in 100 people aged 18 to 24 having a learning disability in Croydon.

Sensory Impairment

There are 34,451 adults aged 18 and over predicted to have a sensory impairment living in Croydon in 2015. Of these 13% are visually impaired (4,479) and 87% are hearing impaired (29,972). Visual impairment figures for those aged 18 to 64 years are only available for serious visual impairments. Hearing impairment figures are available for all adults aged 18 years and over predicted to have a moderate, severe or profound hearing impairment.

Adults predicted to have a disability in Croydon by 2020[2]

The latest figures predict that in Croydon there will be a:

- 7% increase in adults with a physical disability by 2020
- 5% increase in adults with a learning disability by 2020
- 11% increase in adults with a sensory impairment by 2020

Adults receiving services

The Physical Disability service is currently working with around 400 people and the Learning Disability service is currently working with 1,200 people.   Services delivered include day care, direct payments, equipment and adaptations. Support is provided for independent living – training in independence skills, preparation for employment and housing options.

CURRENT SERVICE PATHWAYS

In a series of workshops with staff across education, health and care services we looked at the different pathways for the following needs:

- People with physical disability

---

[2] Source: Projecting Adult Needs & Service Information (PANSI), Rates; Office for National Statistics (ONS), 2012 SNPP SYA 2012 to 2037

- People with learning disability
- People with complex medical needs
- People with autism
- People with sensory impairment
- People with social, emotional and mental health needs.

The workshops revealed the following information:

- There is a wide range of services catering for needs but it was clear that services available for children and young people tail off as they reach adulthood. This is often referred to by parents as a 'cliff edge'.
- The main reason for the 'cliff edge' is that there are different eligibility criteria for children's and adult services – sometimes this is due to different legislation – but there is clearly a need for early planning to manage the transition to adulthood
- There is a lack of awareness between services about what each of them offer and therefore opportunities to signpost parents and individuals to appropriate support are lost
- There can be long waiting lists for diagnosis and families can be left without information and support to help them through the waiting time
- Family history is not always taken into account and issues can be missed
- Families and individuals are not always sure of where to go for help in the first instance – whether they should contact their GP, Health Visitor, School etc. There is also an issue around raised expectations – there is a need for honest conversations between service providers and families if they are not eligible to receive a service. This is particularly important if services will be finishing – families and individuals need time to understand the reasons for this and what to do next.
- Without outreach support people with mental health needs can 'disappear' before they are given the help they need
- Some service contracts are tied up in large 'block' contracts – this makes them less flexible and responsive to need and can make it difficult to close any gaps in provision quickly and effectively.

These issues are the main reasons for developing a 0-65 Disability Framework. The Framework will be used to change the way services are provided – through joined up working and early planning as well as quality information and guidance being made available to help everyone.

4. IMPROVING OUTCOMES

4.1 What children, young people and adults with disabilities think is important

Our starting point is the outcomes that children and young people with special educational needs or disabilities and adults with disabilities have said are important for them.

We know that these things are important because children and young people with special educational needs or disabilities and their families told us - in focus groups across the community, in primary and secondary schools (mainstream and special), in Croydon College and through surveys.

Recurring themes from young people centred on independent travel, attending college, getting their own home, having a family. They knew they needed support – help with finding work experience and employment, also mentoring to plan for independence.

Turning these aspirations into reality can be a challenge when considered against information compiled in the Croydon Observatory:

- Department of Education data has identified that at Key Stage 2: 14% of pupils with statements of SEN achieved the expected level in maths and English in comparison to 88% with no SEN (2011). At Key Stage 4 : 9.5 % of pupils with statements of SEN achieved a level 2 qualification including maths and English in comparison to 70.4% with no SEN.
- 17% of the working age population in Croydon (aged 16 – 64) have a disability, with 4.6% claiming Disability Living Allowance.   However under half (48.3%) of people with a disability state that they are in employment.

The Prison Reform Trust estimates that 20% - 30% of all offenders have learning disabilities and around 25% of young people in the Youth Justice system have a SEND – especially speech, language and communication.

For young people with a SEND having lower education attainment levels than their peers obviously impacts on their future employment prospects and the potential to live independently as an adult.

The following comments give a flavour of what has worked well for our service users and where they have concerns:

Families had good experience of services:
- Where individual practitioners made a difference
- Where progress was seen to be made
- Support when it was needed
- Personalised provision

Families had poor experience due to:
- Repeating the same thing to different teams
- Too many forms all requesting the same information
- Unclear criteria

They need to look at the whole picture not one little bit

Too many forms all asking the same thing

Services won't agree about provision

Help with completing forms

One contact – not loads of people

Eligibility criteria keep changing

One young man spoke for many when he said "I want FREEDOM to do things".

Further consultation will be undertaken to capture the views of adults with disabilities and their carers to understand what works well for them and where there are concerns.

4.2   Measuring success

Ofsted's proposed framework for measuring the success of the new 0-25 SEND system is based on improved outcomes and user experience in the following areas:

- Positive experience of the SEND system for children, young people and their families
- Improved outcomes for children, young people and their families
- Effective preparation for adulthood

Work is under way to add additional outcome area for adults

What other measures should we be considering?

OUTCOME	What does success look like?	Examples of data to be collected
Positive Experience of the SEND system for children, young people and their families *Short / medium term:* *Sept 14-Sept 17*	- Parents, children and young people get right support at right time; feel that they are listened to and in control - Planned and well-managed transition at key points - A joined-up, transparent and accountable system	- SEN Tribunal appeals and outcomes - Education, Health and Care Plans (EHCPs) completed on time - Local authority and parent survey data - Children and young people's Personal Outcomes Evaluation Tool (POET) pilot - Feedback from Independent Supporters
Positive outcomes for children, young people and their families *Medium / long term:* *3-5 years*	- Improved progression and attainment at all ages - Clear and appropriate expectations and aspirations leading to fulfilled lives - More resilient families	- School Attainment data - Outcomes for looked after children - Destinations after Key Stage 4 & Key Stage 5 - School absence and exclusion rates
Effective preparation for adulthood *Fully emerge:* *5-10 years*	- Increased employment - Choice and control over living arrangements / Independent living - Participation in the community - Health outcomes based on need and aspiration	- Employment status for adults with learning difficulties and disabilities (LDD) - Accommodation status for adults with LDD

5.   DESIGN PRINCIPLES

Design principles to underpin the development of a 0-65 service, drawn from recent legislation and national guidance, were tested in a series of stakeholder workshops.

Clear and fair access to services	Transparent eligibility criteria, policies and decision-making; single assessments where possible
Promoting well-being	Giving people of all ages the opportunity to live healthier, more positive lives
Giving people control of their lives	Promoting resilience and supporting independence through involvement in planning and decision-making, use of personal budgets, etc.
Providing better choice of services and providers	Wide range of services covering education, employment, health, housing, leisure, participation in family and community life
Preventing, reducing, delaying the need for interventions	Widely available advice, information and advocacy for people to help themselves and reduce the need for crisis management; seamless planning for transition points
Good value, quality services	Ensuring fair and equitable use of resources to maximise outcomes for individuals

The workshops explored how these principles should be transferred from theory to practice. Each principle is considered below from the perspective of the principal stakeholders.

DN: There are clear gaps in the table below. Part of the wider consultation will include asking stakeholders to add other examples of how the principles can guide services.

5.1 CLEAR AND FAIR ACCESS TO SERVICES

CLEAR AND FAIR ACCESS TO SERVICES - What does it mean for ….?	
Children and young people with SEND	• A single coordinated plan that clearly shows the services I should receive to match my needs and aspirations and who will be providing them . To be reviewed to ensure it continues to meet my needs. • Early planning to support me as I prepare for adulthood so that I know where I'm going, how I will get there, who will support me • Holistic approach – look at me as a person – not as a health need, social needs, educational need – joined up approach that includes me in decision-making • I know where to go for information, advice and guidance • I have the same opportunities as my peers to access the school/college curriculum
Adults with Disabilities	• A personalised care and support plan that clearly shows the services I should receive to match my needs and aspirations and who will be providing them. To be reviewed to ensure it continues to meet my needs. • I know where to go for information, advice and guidance • Holistic approach – look at me as a person – not as a health need, social needs, educational need – joined up approach that includes me in decision-making
Parents and carers	• Clear criteria for services made available and information on

	• universal and specialist services • Clear assessment criteria for carer support • Advice and advocacy services • Exit criteria explained when services are being stopped. • Honest conversations with practitioners and providers around eligibility and long term plans
Service providers	• Ensure service information is available in the Local Offer and on CarePlace to signpost what is available from services and within the community • Publish clear eligibility criteria and decision-making processes for accessing services – including understanding of legislation and where it supersedes local authority criteria • Signposting support available – 'How can I help you to help yourself?' • Practitioners trained to manage difficult conversations honestly and with empathy • Clarity on exit criteria when services are being ceased and honest delivery of the message and why/how decision was made • Work with service users to develop integrated plans that meet needs and aspirations • Early intervention to manage expectations and signpost long term need/wants
Schools, colleges, lifelong learning	• Schools and colleges have clear information on web sites on their offer and a level of personalisation that supports participation and achievement in the curriculum • Understanding the SEN reforms and code of practice to determine clear progression pathways • Develop longer term learning plans and outcomes – be creative and flexible with the curriculum and funding; collaborate with other schools and colleges • Clear and accessible entry criteria that avoids discrimination and schools and colleges supported to meet high needs
Wider community incl. employers, leisure services etc	• Support to offer opportunities to employees with disabilities, including training for employers around recruitment processes and making reasonable adjustments in the workplace • Support for voluntary sector when providing services such as safeguarding, quality assurance etc • Information and services are physically accessible to everyone

CASE STUDY ON DEVELOPMENT OF LOCAL OFFER

How was the Local Offer developed?

Croydon's Local Offer was developed in consultation with parents and carers of children and young people with Special Educational Needs and Disabilities (SEND) and the young people themselves. In autumn 2013 through to spring 2014 focus groups were held around the community; in primary and secondary schools (mainstream and special) and in Croydon College. A questionnaire was provided online and was also circulated via email and in hard copy with the help of schools and the parents' forum, Parents in Partnership.

The focus groups and questionnaire homed in on the essential elements to be included in the Local Offer as well as the preferred format. The Local Offer was published online on the Croydon Council website in August 2015. A set of downloadable leaflets was developed as parents had told us that they did not want the information to be solely web-based. The leaflet design was chosen by parents from a range of options. A young person's leaflet was also developed based on a mixture of preferences from young people.

What were we asked to include in the Local Offer – and what did we do?

The SEND Code of Practice was quite specific about the information to be included in the Local Offer. However, the consultation was used to have wide ranging discussions about the potential content of the Local Offer. The results include the following:

- Information on **local schools** and the support they offered: Most schools in Croydon now publish their information on support for SEND on their websites and they link to the Local Offer

- Information on the new **Education Health and Care Plans** and how Statements of SEND would **transfer to an EHC Plan**: A timetable was published for transfers and the SEND team worked collaboratively with parents to improve the Education Health and Care Plan documents listed on the Local Offer site as they reported that the original documents were ambiguous and unhelpful. A series of short training sessions for parents and professionals were held on SEND reform generally and the Education Health and Care Plan process.

- Information on **respite care and short breaks**: The Local Offer contains links to the short breaks policy and services, and also information on specialist equipment and toys – as requested by parents.

- Information on the **Health** services available across different age ranges: As well as information on the universal health services available through the NHS, specific information has been included that was requested. Examples include information on puberty and sexual relationships; information on specialist dental services for people with learning difficulties and disabilities. We have also provided details of unflavoured toothpaste for those sensitive to the taste of mint. A link has been given to the Advocate for Health website which provides health and well-being information for people with learning disabilities. There is also a link to the NHS health passport for learning disabilities site. Waiting times will be published when they are made available.

- Information on **Leisure** opportunities: The leisure information has been divided into under-and over 18 although there is of course an overlap for the 14+ group. It includes details of clubs, groups – some universal such as the cadets - and some specialist. There is also a list of cinemas and museums that provide SEND 'friendly' screenings and events.

- In order to provide the most useful information on sources of **Advice, Help and Guidance** families were asked to suggest organisations that they had found helpful. So for instance the Local Offer includes details of support groups for young people who self-harm and also Syndromes Without A Name (SWAN) which may otherwise not have been identified for inclusion. The information is

divided into national organisations, local organisations and the more specific organisations centred on specific needs.

- There is a **Money** section that includes information on benefits and welfare advice and also details of organisations that provide grants to support families with equipment, travel, holidays etc. A link has been given to BILD's website for people with learning disabilities to manage their money.

Feedback on the Local Offer

Although feedback suggests that there are still a lot of improvements to be made there have been positive comments on information being made available. It was very pleasing that a local pupil was successful on Autism's Got Talent after his mother found the information in the Local Offer. The leaflets have been particularly popular and are regularly reviewed and refreshed.

Plans are in place to improve the Local Offer – a young people's web page on the Local Offer will be developed in partnership with young people via local schools, colleges, Young People's Forum and youth groups. The aim is to develop a wiki-based Local Offer for young people provided in a multi-media format.

5.2   PROMOTING WELL-BEING

PROMOTING WELL-BEING - What does it mean for ….?	
Children and young people with SEND	- A single coordinated plan that matches my needs and aspirations and everyone who supports me contributes to it - Ask me the right questions to understand what I can do, what I like, what I want to do - Holistic approach – look at me as a person – not as a health need, social needs, educational need – joined up approach - Reviewing the single plan to ensure it still meets my needs and aspirations and reflects changes in my life stages - Opportunities to get involved and feel valued – school council, social activities, work experience etc
Adults with Disabilities	- Ensuring services offer continuity from childhood to adult hood - Personalised programmes for adults with disabilities so they are not left repeating the same course - Opportunities to get involved and feel valued in the community – having a job, social groups etc.
Parents and carers	- Signposting to peer support networks as well as relevant services so that they are supported in their caring role - Signposting to advice and advocacy services - The right to an assessment for carer support - Information on managing long term conditions
Service providers	- Clear criteria for each service - Services to be aware of each other's limitations - Joined up services and systems - Using integrated plans that meet needs and aspirations - Involving users in plans to develop life skills and independence
Schools, colleges, lifelong learning	Develop longer term learning plans and outcomes – be creative and flexible with the curriculum and funding

Wider community incl. employers, leisure services etc	• Greater understanding that disabilities are not always visible • Use of autism champions • Community services to have better training and understanding of disabilities

CASE STUDY OF YOUTH SERVICES FOR YOUNG PEOPLE WITH DISABILITIES

Croydon's Learning Difficulties and Disabilities projects for young people provide challenging, fun and exciting experiences as well as fostering a sense of ability and confidence in each individual. The service focus is not on the disability and what a young person can't do but on the child or young person as an individual and what they can achieve to improve their outcomes.

Central to the work undertaken in the LDD projects delivery is the active participation of the children and young people to ensure that they feel involved in decisions over their activities and life choices as well as feeling respected.

They help shape the programme and overall provision and share in planning for the future. This is achieved through consulting individuals and the various groups at the beginning of each term with staff sharing their ideas to complement the programmes for the benefit of the children and young people.

We evaluate at the end of each session and ask the children and young people what they thought of the session, what they've learned and if we could do anything differently next time. Although there are set programmed activities each week we do not only deliver them- but remain flexible and think on our feet to include new ideas and experiences to ensure the diverse groups of young people we work with feel included and supported.

Feedback from our summer activities in 2015 reflects young people's views:

"Today was fantastic- I did filming, I made everyone laugh. Archery was great for a first beginner"

"Today was ok because I was enjoying all of the activities and I liked spending time with my friends and brother."

"Good because I enjoyed trying to make a camp fire. I found sticks for the fire. I also liked the climbing"

"It was very good because we went canoeing and did crate stacking"

"The animals came and I was a little bit scared but I held a snake"

"I like meeting new friends in the scheme"

"It was good because I went in the sensory room and played cricket in the afternoon."

5.3   GIVING PEOPLE CONTROL OF THEIR LIVES

GIVING PEOPLE CONTROL OF THEIR LIVES - What does it mean for ….?	
Children and young people with SEND	• Having the opportunity to make their own decisions on options in the EHC Plans, preparing for adulthood - clear transitioning to know where I'm going, how I will get there, who will support me • Opportunities to get involved and feel valued – school council, social activities, work experience etc • Use of a Personal Budget to choose how a service may be delivered
Adults with Disabilities	• Access to training and employment • Accessible information • Opportunities to get involved and feel valued in the community – having a job, social groups etc. • Use of a Personal Budget to choose how a service may be delivered
Parents and carers	• The right support at the right time and the opportunity to take part in discussions when planning for meeting needs and aspirations • Clear criteria for services made available and information on universal and specialist services • Personal Budgets offered to provide choice in how services may be delivered
Service providers	• To be knowledgeable about services available to meet needs and to explain clearly • Training to providers on active listening, allowing Children and young people time and space to think and reply to questions; using Augmented and Alternative Communication • Pairing children and young people with other children and young people as they will communicate on the same level • Placing children, young person and adults at the centre of planning so that their voice is heard, as well as their families • Offering Personal Budgets so that individuals, families and groups can choose how services may be delivered
Schools, colleges, lifelong learning	• Involving children, young people and adults in planning and giving them a voice • Being open to providing service via a Personal Budget
Wider community incl. employers, leisure services etc	• Community services to have better training and understanding of disabilities • Enterprise programmes in the community for people with disabilities • More volunteering programmes

---

CASE STUDY OF EFFECTIVE USE OF PERSONAL BUDGET – taken from the national Pathfinder project.

A teenager with learning difficulties whose parents have their own needs was struggling to access community activities and to make any appropriate peer friendships. He attends a local special Secondary School where he has some friends but once home is socially isolated.

A budget was agreed at resource panel for the social care and education elements. The family, school and social worker, keeping the young person's needs and viewpoint at the heart of discussions, worked on a support plan with a clear set of outcomes for the young person and family which included independence skills development support.

The support is being provided by two members of the school's staff team who the young person knows well, and will work with him to enable access to community activities were he can meet peers and start to form friendships. This support plan is for the whole year not just term time ensuring that the young person can still meet friends and enjoy social activities in holiday times when he is most vulnerable.

The budget agreed is managed by the school as the parent's needs meant they wouldn't be able to cope. This works well as the social care element from the authority is paid direct to the school and they administer to cover the additional work for the two staff members.

Using a personal budget in this way has given the young person an opportunity to widen his experience outside of school and his home, learning to make new friends and starting on the journey to living an independent and fulfilled life. The young person is encouraged to make his own choices about the activities he attends and the people he chooses to have as friends. The activities are local and so the young person can choose to either walk or take a bus – and this also helps his independent travel skills.

5.4   BETTER CHOICES OF SERVICES AND PROVIDERS

BETTER CHOICES OF SERVICES AND PROVIDERS - What does it mean for ….?	
Children and young people with SEND	• Better support groups for social/emotional/mental health without requiring a referral • Better knowledge of resources within the borough e.g., Local Offer – clear and accessible, well advertised • Wider range of courses and providers for 16+ • Resources to meet the specific needs/age-groups/disabilities • Services available to meet the demography of need
Adults with Disabilities	• Architects to be more aware of disability access when planning housing and public spaces • Housing department to have a better understanding of disabilities and hidden disabilities • Better support services into employment • Better benefits advice and signposting; better knowledge of resources within the borough e.g. CarePlace
Parents and carers	• Empower parents to have the skills to care for their child • To know where to go to get information and to be signposted to those who can help • More awareness of Local Offer / CarePlace and how to access it
Service providers	• Listen to families and individuals to gain understanding of gaps in provision • Honest engagement with families and providers around what is possible to provide; being creative around service provision
Schools, colleges, lifelong learning	• Develop longer term learning plans and outcomes – be creative and flexible with the curriculum and funding; collaborate with

	other schools and colleges
Wider community incl. employers, leisure services etc	• Accessible and affordable leisure activities; more leisure services and activities for under 5's • More charity and voluntary services available • More inclusive community events to raise awareness • More awareness of disabilities and impact on people. Do they know what having a disability means?

CASE STUDY OF PERSONALISATION PILOT

Croydon is currently delivering a pilot project for a post-16 programme provide personalised pathways into education and employment for young people with learning disabilities and complex needs. One of the young people involved in the pilot is T who has high levels of anxiety and sensory challenges. Because of these issues his school attendance in the past year has only been 46%. He has achieved GCSE Maths, Grade C and is studying independent living skills, science and graphic design.

A strategy has been put in place for T based on his individual needs – his final year at school will see him gradually reduce the week days he has to attend. This means that in the first term he will attend for four days, in term two he will attend for three days and in term three he will attend for two days. T will gradually spend more time at our learning Hub to focus on employability skills and work placement to help him build his confidence in his abilities. The plan then is to either support him to transition onto a supported internship in 2016-17 or full time college placement at Level 2.

Providing a personalised approach means that we will focus on the skills and interests of the individual, helping them to reach their goals through education and training. By working in this way we will provide a cost effective, holistic approach to develop personal, social and employability skills backed up by vocational qualifications.

In doing this we will also help to develop local provision – through involving local partners in and around the Croydon area, from maintained and non-maintained educational provision and local training providers.

5.5   PREVENTING, REDUCING, DELAYING THE NEED FOR INTERVENTIONS

PREVENTING, REDUCING, DELAYING THE NEED FOR INTERVENTION - What does it mean for ….?	
Children and young people with SEND	• Early identification, intervention and support • Integrated plans are reviewed to ensure are meeting needs at each life stage
Adults with Disabilities	• Holistic approach – look at me as a person – not as a health need, social needs, educational need – joined up approach that includes me in decision-making • Integrated plans are reviewed to ensure are meeting needs at each life stage
Parents and carers	• Information, advice and guidance readily available

	• Assessment of families and carers to ensure holistic understanding of needs • Signposting to peer support networks as well as relevant services such as advocacy so that they are supported in their caring role • Information on managing long term conditions
Service providers	• Information , advice and guidance made available • Joined up services and systems • Protocols in place for effective information sharing
Schools, colleges, lifelong learning	• Actively identifying where there are child protection, family concerns and signposted to relevant advice and guidance
Wider community incl. employers, leisure services etc	• Information on services that can support and help prevent crisis

A case study will be added here.

5.6   GOOD VALUE, QUALITY SERVICES

GOOD VALUE, QUALITY SERVICES - What does it mean for ….?	
Children and young people with SEND	• Ensuring the right provision is in place based on their wishes and views • Not compromising on quality of service • Integrated plans are reviewed to ensure are meeting needs at each life stage
Adults with Disabilities	• Early intervention to support transition and identify different agencies to support • Avoid repetition of skills development • Integrated plans are reviewed to ensure are meeting needs at each life stage
Parents and carers	• Clear understanding around outcomes/timeframe for interventions. Outcomes to include promoting resilience, not stating status quo • Honest conversations with families about ceasing services and the reason for this
Service providers	• Early intervention to manage expectations ; ensure service information is available in the Local Offer and on CarePlace to signpost what is available from services and within community 0-64 • Publish clear eligibility criteria and decision-making processes for accessing services – including understanding of legislation and where it supersedes local authority criteria • Signposting support available – 'How can I help you to help yourself?' • Practitioners trained to manage difficult conversations honestly and with empathy • Clarity on exit criteria when services are being ceased and honest delivery of the message and why/how decision was made • Integrated plans are reviewed to ensure they are still fit for purpose

	• Joint pooling of funds and / or use of Personal Budgets • Outcomes based commissioning; joint commissioning with other authorities • Joined up services and systems • Retention of staff – huge cost of not retaining expertise
Schools, colleges, lifelong learning	• Clear understanding of SEN Reforms and the code of practice with regard to responsibility – how much support is provided by the schools/colleges and the LA • Schools getting used to measuring impact not just listing interventions • Distinguishing between reasonable adjustments and provisions for SEN • Integrated planning with agreed funding
Wider community incl. employers, leisure services etc	• Commissioning of charities and voluntary groups to support the development of wider life skills • Some incentives for the voluntary sector to provide apprenticeships for our young people

A case study will be added here.

6.   KEY ENABLERS

There are a range of activities and processes that will contribute to the reshaping of services. Some of these can be addressed directly through the reshaping but others depend on other areas of work in the Council and will take longer to put in place.

6.1   A commitment to continuing engagement and co-production

• Fostering clear and transparent communication between service users, providers and agencies to build mutual trust
• Testing and reviewing provision to keep it flexible and relevant

The engagement to date should give confidence in this commitment. The challenge is to ensure that this is embedded in business as usual activity and reflected in role profiles for the new service.

6.2   Ways of working and developing staff roles – embedding a culture where:

• Assessments are streamlined and plans are personalised and outcomes focussed
• Key working is a core function within all case management roles
• Staff are given the tools and skills to manage difficult conversations and signpost service users appropriately

These measures will be addressed through the service restructure proposal

6.3   Commissioning requirements to deliver service improvement and value for money

Commissioning the right provision that is responsive to changing needs is vital to enabling more creative packages of support to be put in place. There are a number of gaps in the local provision for

clients with more complex needs, particularly in relation to post 19 learning and supported employment, supported housing and lifelong learning.   Plans are being developed to increase the readiness of the local market to deliver and to publish a comprehensive statement of commissioning intentions as part of a market shaping strategy.

The following requirements have been identified to date:

- Specifications based on identified current need and projections
- Frameworks that can accommodate a range of requirements to reduce spot-purchasing
- More commissioning across the age range to ensure continuity and smoother transitions
- Opportunities for commissioning in partnership with other boroughs explored to shape the market and secure economies of scale
- A stronger focus on lifelong learning to support independence
- Co-produced services that clients have confidence in

Croydon is in a strong position to improve the range of provision available locally through its integrated commissioning unit which brings together Council and Health commissioning across the 0-65 age range. A work plan is in place for the next 3 years to review the following:

- All commissioned health and social care services for adults with learning Disabilities and ASD / ADHD – this includes day services and respite services,
- Supported housing
- Services for adults with physical disabilities and sensory impairment
- Community services
- Autism pathway
- Employment support services

6.4   Information management

- Improved information sharing between services
- Good quality data to underpin effective commissioning and planning
- Information management system that supports the sharing and effective use of information

There are currently at least three separate IT systems set up to meet different statutory requirements across the different domains and age range. While it is unrealistic to expect a single system in place to meet all these requirements, there is a need for IT interfaces to be developed that allow for the transfer of information to enable effective case management and for service planning and commissioning.

6.5   Accountability framework

- **Safeguarding of children and adults** is a fundamental principle of all Council service provision. There are particular challenges in managing this in a 0-65 service with different underpinning legislation and statutory guidance.   Appropriate accountability and supervision arrangements will need to be in place to satisfy the requirements of both Children's and Adults' Safeguarding Boards.

- The 0-65 Disabilities Service brings together planning to meet educational, care and health needs, all specialist areas requiring a skilled workforce with different expertise, experience and qualifications and supported by different professional bodies. Some of the workforce will be within the planned 0 – 65 Service, while many will form part of a wider virtual team of partners across the education, health and care sectors. The design of the new service will need to ensure appropriate leadership and governance in each of these sectors while reducing boundaries to provide a more holistic experience for children, adults and their families.

7.   PRIORITIES FOR CHANGE

Improving outcomes for children and young people and adults with special educational needs and disabilities is the responsibility of the whole community, reflecting the social model of disability.
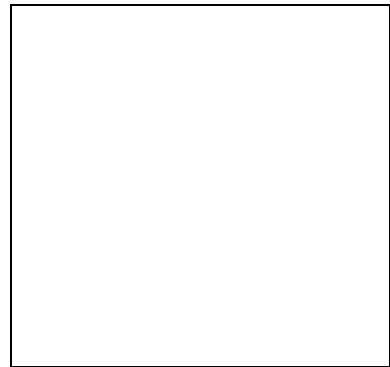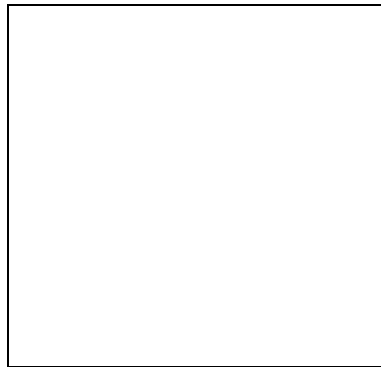
The priorities for change set out below are framed in terms of a challenge at a universal, targeted and specialist level to drive a whole community response to the needs of this often hidden group within our local communities. It also matches the staged approach to early intervention and support embedded in children's services and supports the focus on promoting independence and building family resilience.

A target operating model for a 0-65 disability service is being developed as a result of the consultation and will be included in the next version of the framework.

7.1   CLEAR AND FAIR ACCESS TO SERVICES

Universal	Targeted	Specialist
• Bring together Local Offer and Care Act information to provide accessible information and sign posting across age range in a single web location	• Publish clear and transparent eligibility and exit criteria for access to targeted support with sign posting of relevant information for those not eligible	• Publish clear and transparent eligibility and exit criteria for access to specialist support with sign posting of relevant information for those not eligible
• Education providers (including schools and colleges) provide clear information on their offer to all students – including their support for individual participation and achievement	• Education providers (including schools and colleges) are creative and flexible with the curriculum and funding	• Education providers (including schools and colleges) are supported to meet high needs
• Employers are supported to offer opportunities to employees with disabilities	• Education providers (including schools and colleges) publish clear and accessible entry criteria that avoids discrimination	• Education providers (including schools and colleges) publish clear and accessible entry criteria that avoids discrimination

• Information provided on voluntary sector services • Access Strategy in place outlining how children and young people can access the curriculum, their environment and information.		

7.2 PROMOTING WELL-BEING

Universal	Targeted	Specialist
• Promote Croydon as an autism friendly borough to raise awareness of needs and contribution of people with ASD • Social opportunities are available in schools, colleges and in the community for everyone including people with SEN and Disabilities to get involved and feel valued • Information on support networks, advice and advocacy is available • Individuals are involved in shaping their plans to develop life skills and independence	• Provide professional training on autism to education, health and care providers across the age range • Opportunities for work experience, independent living are available with additional support for people with SEN and Disabilities • Peer support networks are available for carers	• Personalised programmes are in place based on integrated plans that meet needs and aspirations • Groups and clubs are available to support specific needs

7.3 GIVING PEOPLE CONTROL OF THEIR LIVES

Universal	Targeted	Specialist
• Information available on opportunities for networking and social interaction for young people and parents / carers • Information on services,	• Short, time-limited activities and support available to meet specific outcomes • Opportunities for work experience, independent living are available with	• Choice of Personal Budgets available for a range of services

support networks, advice and advocacy is available with clear criteria	additional support for people with SEN and Disabilities	

7.4 PROVIDING BETTER CHOICE OF SERVICES AND PROVIDERS

Universal	Targeted	Specialist
• Voluntary sector led community networks in place to offer support without requiring a referral l • Commissioned services are planned in line with community needs • Community services such as leisure are accessible for all ages	• Commissioned services are linked to specific requirements for short and long-term needs	• Post 16 education and supported employment offer in place , including traineeships and work experience • Commissioned services are linked to needs e.g. housing planned in partnership with social care

7.5 PREVENTING, REDUCING, DELAYING THE NEED FOR INTERVENTIONS

Universal	Targeted	Specialist
• Early identification, intervention and support available • Streamlined assessment and advice for individuals and carers • Planning for adulthood starts by age 14 so that young people and families can prepare for new life stage • Information, advice and guidance readily available	• A 'whole team' approach to working with families is in place with a key named person at each stage to offer advice • Signposting to peer support networks as well as relevant services such as advocacy so that families are supported in their caring role	• Regular multi-agency reviews for children or adults with most complex needs to prevent escalation • Good information sharing between services to avoid delays and identify the best approach

7.6   GOOD VALUE, QUALITY SERVICES

Universal	Targeted	Specialist
• Commissioned services are planned in line with community needs • Voluntary groups are supported to help individuals and families	• Services promote resilience and independence • Integrated plans are reviewed to ensure they meet needs at each life stage	• Commissioned services are linked to needs