

Appendix A : Task and Finish Group Recommendations

1.0 Previous work has been undertaken to identify learner needs prior to their respective transition phase. However through the work of the Task and Finish Group we have recommended that; This Work should continue to:

1.1 Identify the needs of learners through the single transition spreadsheet which is sent to all key stakeholders involved in transition to update on a monthly basis. **Relevant stakeholders to attend** these meeting to ensure that learner requirements for provision are understood prior to curriculum planning so that appropriate provision can be implemented.

2.0 There has not been sufficient discussion with learners to ascertain their needs in commissioning provision. It is recommended that Officers should:

2.1 **Discuss with learners** and ascertain what type of training and provision they want. It is necessary to understand the needs of learners and for them to be at the centre of the offer made available to them, currently this is partially achieved through the S139A assessment however most offers of learning are already set and learners are choosing from a range of set options as opposed to bespoke training being identified.

3.0 Learners needs although understood by staff and parents and relevant officers are not necessarily understood by employers or employment recruiters, as such **making** use of a **Condition management** approach LA staff will be able to identify the type of work a young person could undertake and provide the support for this to happen as opposed to finding this out when the person is in a placement. (This is a current model on the DWP work programme).

4.0 Alison Wolf in her report stated that most learning is Horizontal for LLDD learners and there is a revolving approach to learning. This has been identified in Waltham Forest where learners have completed school, progressed to an ISP, and returned to study at College and are continuing preparation for life courses. It is of the opinion of this Task and Finish Group that learning should be SMART. (**Specific, Measurable, Achievable, Relevant/Realistic and Time-bound**)

4.1 Learners progress should be carefully monitored at an existing Multi-disciplinary Panel and progress should only continue where the panel is in agreement.

5.0 The Group have identified that there is not sufficient information available on the local offer or within the Travel to learn areas. The group feels that a directory of provision should be developed and this should become part

Appendix A : Task and Finish Group Recommendations

of a dedicated function within the LA. This approach will also identify gaps and prevent duplication of services.

6.0 The group identified that guidance should be produced for post 16 learners, and parents and school staff to inform them of the local provision (14-19 currently working towards). This guidance will enable parents/Carers and young people to identify at the relevant transition period the most appropriate provision for their learners and allowing for impartial.

7.0 Within the locality William Morris School with the support of the 14-19 team were able to secure Designated Growth Capital Fund (DGCF) this has allowed for the development of the enterprise Hubs. The school would benefit from further support to bring these Hubs into use. The support would include some officer time and the use of the newly appointed employment worker. This support would include developing partnerships to bring their independent living house into operation.

8.0 We recognise that the use of personalised budgets should be developed so that training, education and employment can be looked at in a more person centred way. Direct Payments are embedded into adult social care provision within the borough in WF, Health budgets are to be introduced this year and the Local Authority now manages the money for post 16 education opportunities. This provides the opportunity to model this type of intervention. All young people coming into adult social care are offered a Direct Payment which they can manage themselves, have third party manage for them or be directly managed by social care. This gives more flexibility in how a need is met and fits into the model of a holistic plan for the young person and reflects the need to develop health, social care and education plans for young people up to the age of 25 years, which is a requirement of the SEN reforms.

9.0 Stakeholders at the Task and Finish group have identified that there is not a published post 16 commissioning statement. This is partially due to the independence of learners in identifying their own post 16 learning. However with the SEND changes and the new responsibilities for post 16 learning it is relevant to have a commissioning plan that fits in with the borough strategy of educating people locally. Also the 16-19 provision for staying on in school should be clearly set out to ensure that SEN distribution of learners is equitable.

9.1 Develop a **clear commissioning plan** that sets out clear protocols for commissioning of provision that includes a range of provision that meets learner's needs