**Implementation Plan (Appendix A)**

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| **PFA Outcomes** | **Priorities** | **What does success look like?** | | **How will we measure success? Qualitative/quantitative data** | **Which partners and services will work together to deliver this commitment?** | |
| 1. **Be Ambitious and enable young people to reach meaningful occupation and/or employment** | 1 Develop inclusive, inspiring, person centred outcome focussed learning pathways. | **Curriculum**  The Curriculum is informed by YP’s career plans and work experience is personalised for the YP. | | Audit- Develop and implement a process of data collection in schools. To facilitate the collection of data that would aid the development of the post 16 curriculum and allow education providers to deliver a responsive offer that reflects the local need, including the development of outcome focused study programmes.  All professionals continue upskill and expand their knowledge to evolving needs in order to prevent restrictive oppressive practices. | Schools/SENCOs  School/SEND | |
| Post 16 programmes will focus on developing life skills portfolio. | | All schools to include in curriculum a focus on life skills and career frameworks (i.e. non-traditional life skills- online dating, safety at home and in community, budgeting, self-help skills, housing, benefits, use of internet)- preparing for adulthood to be evident in annual reviews and support plans.  Greater % of YP have access to travel/mobility training going to college, training courses and access vocational opportunities | Digital Team/SEND service  SEND/Schools and SENCO’s | |
| Pupils to leave school with a good Portfolio that will include formal and informal qualifications | | Published results  Termly Audit | SEND service/SENCOS | |
| Post 16 programmes will focus on developing life skills portfolio. | | Termly Audit | SEND service/SENCOS | |
| YP tell us they were able to study the course of their choice and were supported to access their learning | | Feedback through surveys from parents and young people demonstrates satisfaction with career pathway.  Publish success stories | SEND service | |
| **Careers Advice**  All schools and colleges publish the details of their careers programme on their website with the name & contact details of the Careers Leader. | | All schools/colleges should have a named Careers Leader  Impact of quality career pathway is evident in YP’ annual reviews.  Compass tool SHOULD be used every term to evaluate careers activity against the 8 Gatsby Benchmarks | Schools/school standards service | |
| **EHCPs**  EHCP and SEND plans will have PFA outcomes that are of an excellent standard (SMART). | | Impact of quality career pathway is evident in YP’ annual reviews.  100% of Yr 9s have a career/EHCP plan /work profile that is aspirational | SEND service | |
| For LAC children, Person Education Plan (PEP) should complement the EHCP, SEND and pathway plans. | | Audit of LAC children’s plans for compliance to key standards | Virtual School/SEND/CSC | |
| **Information and Advice**  PFA Guidance must be offered to young people from age 14 years by Schools/Colleges/SEND service | | 100% of Year 9 families receive guidance documents explaining the PfA process. | Schools/SEND/health services | |
|  | 2 Develop a robust supported traineeship, internship and apprenticeship offer | Robust academic and vocational offers are available in the borough. | | school/college website outline providers’ access to students. | Schools | |
| Businesses within LBWF understand the benefits and support available to provide young people with learning difficulties opportunities of 3-ships. | | In partnership with schools and post 16 providers the LA to support the development of work experience programmes for learners with SEND across the borough  LBWF website will promote the local opportunities/training/information businesses require.  WF Council will work towards becoming an ‘All abilities’ confident employer and will promote this to other organisations | LA-All  Schools/ LA  LA Digital/ Social Prescribing | |
| WF Council lead the way by employing YP with SEND | | 10 opportunities by 2023.  More SEND YP access Kickstart scheme.  NEET % is lower than 50% with an increased number of young people involved in internships by 2023 | LA | |
| Day opportunities include a focus on education, meaningful occupation and employment opportunities | | Happiness at work tool’ to measure feedback. | ASC | |
|  | 3 Listen and act upon young people’s and parent carers’ feedback to enhance the service and enable them to make choices in their lives. | Co-production underpins ‘one Borough’ approach. | | Co-Production Guide is developed and implemented across agencies.  100% of YP will show satisfaction with the PFA service through feedback, forums, questionnaires. | Parents/Carers/LA/health | |
| 1. **Be Resilient and Independent** | 1.Deliver excellent information and support during transition points.  Focus on developing independence skills from the earliest opportunity. | Professionals apply Transition Guidance, legislation and access it on Local Hub  Smooth and timely transitions from age 14y - health/education/ social care transition points to be clear to families and YP | | YP and Families are aware of the guidance at key annual reviews (y9 and y11) | All  SEND Service/Schools/Health/Parents | |
| Young people have minimal disruptions during transition and make decisions about their future | | Mental capacity assessments are carried out where needed  YP make informed choices – communication passports in place on transition points for all YP who need them by 2023.  PFA/ ASC panels make robust decisions that can be evidence in audit | Social care  Health services  SEND | |
| Young people’s destinations are reported on DASH, annual reviews reference preparing for adulthood outcomes | | audit | SEND/schools | |
| Child and Family assessment (CFA) framework (Mosaic) is developed and includes transition plan that is reviewed annually by a social worker from age 14y | | Report from mosaic | SEND/ASC | |
| Care Act Assessments (CAA) are completed age 17+ with support plan. | | 85% target for all CAA completed within 28d. | SEND/ASC | |
| Carers assessments completed at 17/18 and carers identified during CAA  Direct payments are explained and evidence in support plans. | | Report from mosaic  audit | SEND/social care | |
|  | 2.Information advice and support on the LOCAL OFFER is fit for purpose and up to date | Annual events with parents young people and their families to review the information on the Local Offer in the P4A section  Young people have an understanding of their own health needs through providing information advice and support in a way that they can access it | | Surveys annually of the IAS given to Young People  Evidence of LO accessed | Parents, SEND, health, commissioning | |
| 1. **To be as healthy as possible in adult life** | 1 Improve overall health outcomes – increase the uptake of the 14+ LD annual health check | | Ensure all 14-25 year olds with an identified LD are on LD Register | 75% of the predicted population have an LD Health Check  Number on the LD register are increasing in line with known numbers | Primary Care  Integrated Commissioning  CLDT (NELFT) |
| People with diagnosed autism are coded correctly on GP registers | Letters include coding information | Integrated Commissioning/DCO |
| Pilot Autism Health Checks for those aged 14+ | Pilot started on Autism Health Checks  Clear resources on reasonable adjustments for people with disabilities available for health professionals and services made available on Local Offer | Integrated Commissioning  Primary care  CLDT (NELFT) |
| The health system understands the reasonable adjustments required for people with disabilities | Training information and advice is standard | Integrated Commissioning/SEND |
| GPs understand the benefits of LD health checks and feel confident completing the health checks | All GP practices have received training on LD Health Checks over a rolling 12 month period | Integrated Commissioning  CLDT (NELFT) |
| Parents/Carers understand the process of LD Health Checks and what to expect | 100% of Parent/Carers who have YP attending an annual health check have had information about health checks and understand them  Information is on the Local Offer provided to families at the annual review | DCO/Nelft/SEND |
| Annual reviews at year 9 onward are linked to alerting GPs of a young person having a diagnosed LD | 100% of year 9 onward reviews can evidence that the decision to alert the GP has been considered  100% of year 9 onward reviews where a diagnosed LD has been identified include an alert to the GP | DCO/SEND |
| 2 Improve young people’s understanding of their own health needs | | Young people understand what an annual health check is, what happens, and why it’s important | 100% of young people attending an annual health check have had information about health checks | Integrated Commissioning  CLDT (NELFT) |
| Young people are aware of/ signposted to the relevant information and tools (e.g. apps) to help them with their health and wellbeing needs | In annual review guidance from yr 9 onwards | Integrated Commissioning  DCO |
| Existing Sexual Health Outreach Worker provides in-schools support to all special schools and colleges over a rolling 12 month period | Sexual Health Outreach Worker delivers targets of special school and college sessions | Public health |
| 3 Ensure young people have safe access to health care and wellbeing services (ie. preventative services such as smoking, sexual health, support with healthy weight etc, as well as primary care, for example) | | Young people know how to access and receive quality and appropriate support to:   * stop smoking * appropriate sexual health services * support around substance misuse * low level mental health support e.g Kooth, where needed | Whole system staff training around how to support needs of young people with learning disabilities.  Service information and support materials adapted to accessible and easy read versions.  Number of young people with LD accessing the services.  Feedback from young people on their awareness of and satisfaction with the service received. | Public Health |
| 4 Young people are supported and prepared for transition to Adult Health services | | Principles of STAMP are embedded with CYP health services | All CAMHS clinicians have had training on Supporting Treatment and Appropriate Medication in Paediatrics (STAMP) | Integrated Commissioning/NELFT |
| Clear and easy to access information is available across all health pathways for young people with Long Term Conditions and ongoing health needs (inc. mental health) | Information available for health pathways  Information on pathways for health areas is available on the Local Offer  Young people feed back that conversations are happening with clinicians around moving into adults’ services - survey  Mapping referral protocols in WF health services against NICE guidelines | SEND/DCO  Integrated Commissioning |
| Professionals have conversations with young people and their families to support understanding of health offer in adult services (e.g. use of Ready Steady Go)  Referrals to adult health services are made in line with NICE Guidance | Families and young people are aware of the dynamic risk register and how they can request a care education treatment review and be added to the register | Integrated Commissioning/DCO |
| Young People on the CYP DSR are reviewed at the point of transition to consider a referral to the adults’ DSR | All young people on the CYP DSR are reviewed at just before their 18th birthday | Integrated Commissioning/DCO |
| 1. **Feel connected within the community** | 1 young people are supported to have friends and safe, healthy relationships  2 Young people are supported to remain within their families and local community | Support Circles of Friends in Early Years settings, schools and colleges and all environments are agile in adapting their approach in creating spaces and connections when children are ready to socialise. | | Every child in our settings/schools/colleges to be educated on the subject of diversity and inclusion. PSHE topic | EY/Education / Social Services and Police to work together to deliver on safe relationship education and environment within schools and colleges. | |
| Settings/Schools and Colleges foster an environment where difference is valued and all are treated with positivity and respect. | | Ensure that being included in social/youth groups is an outcome in EHC plans 0-25 | SEND | |
| SEND Children and families are given support to identify abusive, exploitative and toxic “friendships” and empowered to report them | | Evidence of focus on violence reduction - Outset Centre, Safe & Together model, work in schools (healthy relationships and advanced life skills)  Easy to read Versions re healthy/ toxic relationships (e.g CCE, CSE, cuckooing)  Audit | Education / Social Care / Police/Health/Parents/Young People | |
| Short Breaks to review local offer available to all with SEND- effective Short Breaks panel | | Empower families and reduce the need for residential placements.  Every SEND child to be engaged in social activities within school/college community – evident at Annual Reviews | SEND service/parents | |
| SEND sessions in FEEL GOOD CENTRE and other leisure facilities available after school/work and during weekend | | Families feedback the Short breaks offer meets their needs - survey | SEND service/parents | |
|  | 3 Develop more places to meet friends- youth groups, short breaks for specific groups e.g high functioning autistic youth groups | Align with Autism Strategy outcomes  Focus groups for carers / children to review the local needs. Establish a cadre of well trained and vetted staff and volunteers to facilitate these groups.  School Hub- provision is well known by all professional agencies to facilitated sign posting and referrals as appropriate | | Improved range of service and groups that are well publicised and accessible to all and on the Local Offer  Every SEND child / YP has the opportunity to take part in at least one regular social activity – evident - at annual review  School councils and youth advisors are visible – school will demonstrate youth engagement | Local authority, education, youth groups, charities, police | |
|  | 4 Utilise PAs to support young people to access mainstream/community activities | Recruitment drive for more PAs.  Link into local universities, FE / HE colleges to recruit PAs – Experience in appropriate vocational courses and benefit to student CVs  Explore partnership with 3rd sector and faith sector | | YP who would benefit are offered the services of a PA compatible with their own needs and interest  Establish a team of trained and vetted PA that reflect the diversity of the client base.  All families are aware of this service and how to access it. | Social services, Charity, faith and education | |