

REPORT TO: Children, Young People & Families Policy & Performance Board

DATE: 13 June 2016

REPORTING OFFICER: Strategic Director, People & Economy

PORTFOLIO: Children, Young People and Families

SUBJECT: Independent Living Skills

WARD(S) All

1.0 PURPOSE OF THE REPORT

1.1 To provide a summary of the review of provision for teaching and enhancing Independent Living Skills for Young People with Special Educational Needs and Disabilities in the Halton Borough Council

2.0 RECOMMENDATION:

- i) To note the scrutiny of Independent Living Skills undertaken since 2013; and**
- ii) In line with the SEND reforms support continued scrutiny through the Preparation for Adulthood subgroup of the SEND Strategic Group.**

3.0 SUPPORTING INFORMATION

3.1 In the last update report in January 2016 it was recommended that further work be undertaken on exploring the provision for Independent Living Skills available to young people in Halton.

3.2 A meeting was held with members to agree next steps. The meeting considered the following:

- The visits to Provision undertaken between, 2013-2015. Members visited each special school and two primary resource bases.
- Visits were also undertaken to Riverside College.
- At each setting the teaching and resources for helping children and young people to acquire Independence were scrutinised.

3.3 The settings were found to be providing opportunities and

experiences to help shape the essential independent living skills required to support young people towards Independent Living. Furthermore Ofsted has judged our special schools as good or outstanding in their provision.

- 3.4 As a result of this research ,in 2013,it was initially recommended that the new sixth form college at Ashley School ,catering for students with Higher functioning Autism and Social Communication Difficulties ,be given ,an adapted , Independent Living setting as part of the complex at Inglefield's in Castlefields .Inglefield's has close access to a range of opportunities in Halton Lea. The students have access to supported overnight stays, shopping, cinema, gym and travel from this location and are part of the successful package of opportunities and outcomes attracting students to Ashley School.

Ashley School Widnes OFSTED Report 2015- judged outstanding

'Lunchtime clubs, Cyber Café, trips, visitors, residential visits and sport are all particular favorites as students say they are learning to interact socially which is a skill they need for later life, especially in the world of work'.

- 3.5 The use of CRMZ as part of the Riverside college complex has allowed complex and vulnerable students the opportunity to be part of a mainstream college environment with increased opportunities for inclusion towards independent living. Families feel confident that a smaller environment attached to the college is a stepping stone towards Independence.

- 3.6 Riverside College OFSTED 2015 Judged Good *'Students on study programmes, including those eligible for high needs funding, develop their vocational skills well through relevant work experience, work-related projects and competitions.*

Riverside College OFSTED 2015 *'Processes to accurately assess high-needs students are robust. The college communicates well with partner schools and other agencies, and as a result, transition arrangements are effective. Students have effective individualised plans and are making good progress. '*

- 3.7 The meeting then continued by discussing how we can continue to monitor our performance in this area. The Preparation for Adulthood sub group of the SEND Strategic group would provide an appropriate body to report on our progress in this area.

- 3.8 The Children's and Families Act 2014 emphasises the importance of the Preparation for Adulthood agenda.

Preparing for Adulthood means preparing and developing post 16 options and support that lead to:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming

self-employed and help from supported employment agencies.

- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Being as healthy as possible in adult life.

3.9 Halton Borough Council, has already, as part of our commitment to the Preparation for adulthood agenda, hosted a regional Conference which was well attended. However, the conference did highlight that:

- Only 6% of our regional disability population gain meaningful employment.

3.10 This data emphasises the need for the Preparation for Adulthood agenda to be monitored and developed as recommended.

4.0 **POLICY IMPLICATIONS**

4.1 Helping to deliver the aims and objectives of Halton’s Children and Young People’s Plan.

5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified.

6.0 **IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

6.1 **Children & Young People in Halton**

As above.

6.2 **Employment, Learning & Skills in Halton**

As above.

6.3 **A Healthy Halton**

As above.

6.4 **A Safer Halton**

As above.

6.5 **Halton's Urban Renewal**

As Above.

7.0 **RISK ANALYSIS**

7.1 Helping to deliver the aims and objectives of Halton's Children and Young People's Plan

7.2 Duty to respond to pupil and family voice to ensure that young people are given the opportunity to remain in their community

7.3 Need to improve out comes for Children and Young People with SEND

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Ensure that Children and young people with SEND have their needs met locally and providing equal opportunities having regard to the Equality Act 2010.

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Officer
Executive Board Report: Independent Living Skills 04/01/16	Municipal Building Widnes	Anita Parkinson Divisional Manager