



Haringey Council

**Agenda Item
12**

Report Status

For information/note
For consultation & views
For decision

Commissioning Unit

Report to Haringey Schools Forum – 8th July 2015

Report Title: Pathways to Support for 16 – 25 year olds with Special Educational Needs

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Purpose: To provide Schools Forum members with an update on Educational Placements for 16 -25 years olds with Special Educational Needs and Complex Needs, and the potential impact on the High Needs Block budget

Recommendations:

1. That Schools Forum notes the contents of the report and the actions being undertaken by the Council

1. **Introduction**

- 1.1 The purpose of this paper is to provide an update to Schools Forum on potential impact of the extension of the educational provision for Young People with SEN and Disabilities up to the age of 25 years.

2. **Background**

- 2.1 In September 2014 the Children and Families Act introduced reforms to the duties on supporting children with Special Educational Needs and Disabilities. The new duties on Local Authority and partner agencies broadens the extension of legislative support to children with complex needs, ensuring that these children and their families have access to high quality family and child centred support from identification, which may be at birth, up to the age of 18 years. The duties can extend to the age of 25 years should the young people remain in education.
- 2.2 The reason for extending the education offer for young people up to the age of 25 years was to allow those young people with Special Educational Needs and Disabilities additional time to achieve their best outcomes within education. This was based on the premise that many young people with Special Educational Needs may mature in their learning styles later, or simply need additional time to complete their courses. The remit for the offer of educational provision is not outlined in the new SEND reforms, however, and it is the responsibility of Local Authorities to identify their offer to young people post 19 years in education.
- 2.3 The SEND reforms require Local Authorities and partner agencies to publish a 'Local Offer' of services available to children, young people and their families who may have additional needs and disabilities on a website. This should outline multiagency support for children, young people and their families. The Local Offer is then referenced in the child's Education Health and Care plan, should the child's needs in one area not require more specific and targeted resourcing.
- 2.4 The description of what constitutes a special educational need or disability remains the same in the Children and Families Act:

. A disability is defined by the Disability Discrimination Act 1995 as

“...a physical or mental impairment which has substantial and long-term adverse effect on (the person’s) ability to carry out normal day to day functions”

Whereas a child is described as having a Special Educational Need (Section 312 Education Act 1996) if they have:

“a learning difficulty which calls for a special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above and would do so if special educational provision is not made for them”

- 2.5 The reforms require that all statements, and Learning Difficulty Assessment for those young people who are post 16 years, are transferred to an EHC plan. This will only occur should the young person decide to stay on in education. The request for a transfer to an EHC plan needs to come from the young person themselves.
- 2.6 As the EHC plans are a multi-agency assessment, when an EHC is agreed, the child or young person has a right to request an assessment from all relevant agencies including social care. The purpose of this is to identify those children and young people requiring respite and support, which they should access from targeted support or local services. For children who would not usually be offered specific and targeted resource for respite and support, it is expected that the aspects of the child and families needs that can be met by local resource, will be described in the children’s plan as outlined in the ‘Local Offer’.
- 2.7 The SEND reforms became an Act 5 months after the new Health and Social Care Act 2014. The Health and Social Care Act places a duty on Local Authorities to assess both an individual with additional needs, and also their carer’s, when considering the support to be provided by health and social care. It also outlines the duty on the Local Authority to provide respite and support services from within the local community.

This effectively mirrors the duties outlined in the SEND reforms for child and young people.

- 2.8 As the threshold for young people requiring support in education is lower than for social care support in the main, the initiation of an EHC effectively lowers the threshold for requests for assessment for the 'care' aspect of the plan.
- 2.9 The age range of the EHC cuts through Children to Adult's Services in education support only. This also lowers the threshold for Adult Care services as well as Children's, as many of the young people with a statement of special educational need may not require support from Adult Social Care Services, however once they have an EHC, they do have a right to assessment for services. These services should be outlined in the Children's Local Offer as well as the Adult's Local Offer.

3 Local Population

- 3.1 There are approximately 1440 children with statements in Haringey, and 500 Young People known to have a Learning Difficulty Assessment.
- 3.2 The table below shows the destinations for Young People over the age of 16 years with Special Educational Needs and Disabilities to date:

Year	Over 16 years	Over 18 years in Education
2014	199	66
2015	324	75

The numbers of young people requesting to stay on within education is increasing, and in addition the cohort of young people within this age group is larger than last year. Destinations are not yet known for all of the young people as yet and therefore the post 18 years cohort is likely to rise.

- 3.3 The table below shows the destinations of the young people over 18 years who have remained in education in 2014.

No who remained at school, Sept 2014: 66

	No of Students	Maintained Mainstream	Independent Mainstream	Maintained Special	Special Independent -Day	Special Independent - Residential
year 12	27	18	1	5	2	
Year 13	31	15	1	4	5	6
Year 14	7	3			2	2
Out of year group	1				1	
	<u>66</u>	36	2	9	10	8

Nb full destinations of all 18 year olds are not known as yet for 2015.

3.4 To date the numbers of young people requesting an EHC plan over the age of 18 years has been low, with only 6 requested, however of these 6 young people, 4 have complex learning difficulties.

3.4 The reforms state that young people who go on to university who do not require a health education and social care plan, as their needs can be met through adult services.

4 Advantages and Challenges as a result of the SEND Reforms

4.1 The largest cohort of young people with a statement of special educational needs or learning difficulty assessment are those with Autism, and those with social emotional and mental health needs (previously Emotional and Behavioural Difficulties)

4.2 The extended access to education will be a distinct advantage for those young people who may have missed aspects of their schooling e.g. due to mental health, school refusal or simply requiring longer to establish effective study skills. Whilst this will be an increased financial demand on the high needs block, long term outcomes for this group of young people may be increased and ensure a more positive outcome in terms of life choices. Access to courses for this group of young people may not be a high cost in comparison to the outcomes achieved, however it may increase the demand on Adult Social Care services.

- 4.3 In contrast the current pattern has been an increase in demands for extended access to education for those young people with highly complex learning difficulties, whose educational providers are extending their educational offer post 18 years. These are high cost placements, often out borough. Extending the offer to this group of young people will significantly increase the demand on the high needs block, and associated spends such as travel, whilst reducing the demand on Adult Social Care services.

5. Financial Implications

- 5.1 Currently the post 16 line on the high needs block budget is £2,148,000 which in 2014 represents the services to 199 young people, with average costs of £10,793 per head. If this budget remains the same, and all 324 over 16 years remain in education, then the likely overspend will be at least £3,500,000 in 2015 without the increased demand of those over 18 years remaining or returning to education.
- 5.2 As new providers are opening quickly to meet this demand for post 18 education the costs are not yet moderated between providers, and as a result the costs for this group of young peoples' provision could be higher.

6.0 Mitigating Actions

- 6.1 The borough requires a local policy on expectations for good outcomes in education for young people with Special Educational Needs and Disabilities.
- 6.2 The borough's local provision for young people post 16, both in education and as an alternative to education, needs to be extended to meet the needs of those young people with special educational needs and disabilities. This is in part supported by a national initiative to increase apprenticeships for young people with special educational needs.
- 6.3 Quality assurance mechanisms need to be established for current and emerging education providers, and families and young people made aware of alternative offers.

3. **Co-dependencies for this strategy**

Adult Learning Difficulty Services