

NORTH YORKSHIRE CHILDREN'S TRUST BOARD

20 July 2009

Strategy for Children and Young People with Learning Difficulties and Disabilities (LDD)

1.0 Key Points

The report updates the Board on the year 1 progress of the LDD Strategy and identifies improvement priorities for year 2.

2.0 Recommendations

2.1 The Board notes the achievements in 2008-2009

2.2 The Board endorses the improvement priorities for 2009-2010.

2.3 The Board endorses the establishment of a strategic LDD Strategy Group to monitor the action plan to deliver the improvement strategies and to and engage services in their delivery.

3.0 LDD Strategy 2008-2009

3.1 The LDD Strategy is set out in 1.1 of the CYPP with additional elements located across the 5 outcome areas. The Strategy has 3 strands:

(i) to improve service provision

(ii) to develop more integrated approaches to service delivery, assessment and provision of information

(iii) to carry out a needs analysis to provide a sound basis for service development and ensure that this takes account of the views of children and young people with LDD and their parents and carers.

3.3 Much has been achieved and a summary of progress towards the key work streams is given in section 4.0 of this report. Implementation plans are in place for the majority of service development areas and additional work is scheduled to secure the rest.

3.4 In year 1 of the LDD Strategy we set out the intention to identify and agree priorities for further improvements for the next phase of planning. The proposed improvement priorities for 2009-10 are set out in section 5.0 of this report.

4.0 Review of key work streams

- 4.1 **A definition of LDD** and severely disabled children or young people has been agreed with the Board, as has the levels of service need.
- 4.2 A CYPS LDD Strategy Group and a Partnership sub group have been established and ownership of the Strategy has been secured across services.
- 4.3 Extensive **consultation and participation activity** has taken place including the development of a virtual LDD school council; user consultation for short breaks through a survey distributed to over 1000 families and the establishment of the 'Flying High Group' of young people who had previously received services through Children's Social Care; the development of a Parent Forum supported by an AHDC grant and parent representation being established on the Short Break Pathfinder Board and the Transition Planning Group.
- 4.4 Through the **AHDC Short Break Pathfinder** Contract Care for children with complex health needs and autistic spectrum disorders with challenging behaviour is now coming on stream and the first few matches have been made. A preferred provider list is being established for domiciliary and flexi-care which will also be available to support more disabled children and young people into inclusive leisure and recreation activities. Plans are also in place to increase the opportunities for specialist holiday day care. There are around 500 severely disabled children and young people and their parents/carers who are not currently receiving a service through Children's Social Care. An event was recently facilitated by Together for Disabled Children at which an integrated service approach for developing short break opportunities for these children and young people was explored. Capital expenditure has been used to improve facilities at existing Children's Resource Centres and a feasibility study has taken place re the development of a residential short break centre for children with autism and challenging behaviour. A part-time outdoor activity development worker has been appointed and activities for disabled children and young people are being developed at the Authority's Outdoor Centres.
- 4.5 Phase 1 of the implementation plan of the **Review of provision for children and young people with Special Educational Needs and behavioural difficulties** is progressing well. Recruitment to the new Enhanced Mainstream School (EMS) provision is underway and a phased decommissioning of the existing Learning and Behaviour Support Services will take place in 2009-2010. Support and outreach to other mainstream schools will become the role of the EMS, starting in January 2010. In addition the CYPS will maintain specialist central services for autism, severe learning difficulties and sensory, physical and medical needs in which the special schools will continue to have a significant role.

4.6 **Positive Activities**

A review of the services providing support for inclusive leisure and recreation opportunities is due to conclude this month. The development of positive activities for disabled children and young people, securing the contribution of universal services to short breaks has been piloted in 3 locality areas. This will be rolled out across locality teams in 2009-2010.

4.7 **Residential Services**

A review of the current range of circumstances that need or lead to a residential break or placement for children and young people with severe disabilities has been undertaken. It has also examined the processes followed and the financial costs. Findings from the report will inform the next steps which will include the development of a strategic overview statement for the Partnership Board which sets out the vision for residential services and the work programme to achieve this.

4.8 **Integrated Assessment**

The Core Offer for families of disabled children sets out an expectation that assessments should be holistic, multi-agency and co-ordinated. Proposals to work towards an integrated assessment framework for children and young people with LDD have been endorsed by the CYPS LDD Strategy Group. This assessment model should increase parental satisfaction and achieve better outcomes for the child and the family. The process should continually build on information already known to services and achieve more timely and integrated service delivery. The development of an Integrated Assessment approach for LDD will need to embrace a range of assessments including the statutory assessment of SEN; the Framework for the Assessment of Need; assessments leading to provision at early years or school action plus; assessments of a child's developmental, medical or therapy needs outside of the statutory processes and CAF. This set out at appendix 1.

4.9 Training and awareness raising for the roll out of **Early Support** across the County, for the families of disabled children 0-5 years, is well under way. This has involved Children's Centre Managers and other relevant CYPS staff. Training will be delivered to funded early years PVI providers at the next round of Leadership Forum meetings and to FE providers of courses for professionals working with children the early years. All Portage Home Visitors will also have basic training and Introduction to Key Working. The first sets of Early Support Parent Workshops have been completed and a cohort of parents has been identified for training alongside professionals. Opportunities have been taken to seek the support and engagement of PCT commissioners and providers.

4.10 In December 2008 the Local Authority, the PCT and partners completed a Self Evaluation Questionnaire (SEQ) relating to **Transition Planning** as part of the DCSF AHDC programme. The outcomes of this both at a local and regional level will be disseminated at a regional workshop this month. A North Yorkshire multi-agency Transition Planning Group (TPG) has been established and a programme of action is being developed that will take account of national guidance and feedback on the SEQ. The Transition Protocol, as presented to the Board in March 2009, has been finalised by the TPG following consultation with stakeholders.

- 4.11 Mainstream schools have been given the opportunity to be trained in how to access the DCSF **Inclusion Development Programme** materials and how to audit provision and need. This programme is aimed at developing the capacity of schools to meet the needs of children and young people with high incidence special needs such as dyslexia and autism. Significant steps have also been taken in developing **pupil progress trackers** for children and young people with SEN which can be used to monitor achievement and set appropriate targets.
- 4.12 The planning and preparation for the **mapping of specialist service provision** and assessment policies/processes has been completed but the work has been delayed due to capacity issues.
- 4.13 The full review of the key work streams is attached at appendix 2
- 5.0 Proposed Improvement Priorities for 2009-10
- 5.1 It is proposed to focus year 2 of the LDD Strategy on developing the capacity of CYPS and partner agencies to take an **integrated approach to LDD assessment and review** that can be delivered on a locality basis. This will be the overarching framework through which other key elements of improving services can be delivered. This will include those elements which make up the **Core Offer** for disabled children and their families. **Early support** and **transition to adulthood** are also integral to an integrated assessment and review process as are the development and commissioning of services that will arise from the needs identified through this process.
- 5.2 The **Core Offer** sets out minimum standards on information, assessment, participation and feedback that children, young people and their families can expect from services. This is measured through the **NI 54** which will provide a local area (LA &PCT) benchmark and a National Benchmark for services for disabled children and their families. Phase 1 of the national benchmarking exercise has been completed and the national benchmark for this phase is 59 out of 100. North Yorkshire is in phase 2 and the surveys used to produce the indicator will commence this month.
- 5.3 Year 2 priorities for all work streams are set out in appendix 2.
- 6.0 Monitoring the LDD Strategy
- 6.1 The arrangements for year 1 of the LDD Strategy are set out in 4.2 of this report.
- 6.2 It is proposed to join the two groups into one strategic group representing the Partnership Board and the CYPS. Initially this would be chaired by the Corporate Director of Children and Young People's Service. There is also a need to establish some interim arrangements for the co-ordination of the LDD Strategy as the current post holder is leaving the Service at the end of July.

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LDD Assessment Framework

