The transition to adulthood and Lessons from other LA's

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Transition to adulthood and lessons from other Local Authorities

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OHC&AT Locations



Additional needs

Range of SEN pupils and students in OHC&AT

Mental health

Behaviour

Attention Deficit Hyperactivity Disorder

Autism Spectrum Disorder

Medical/Physical

Speech, language and communication needs

Visual/hearing impairment



Profound and Multiple Learning Difficulties

Severe Learning Difficulties

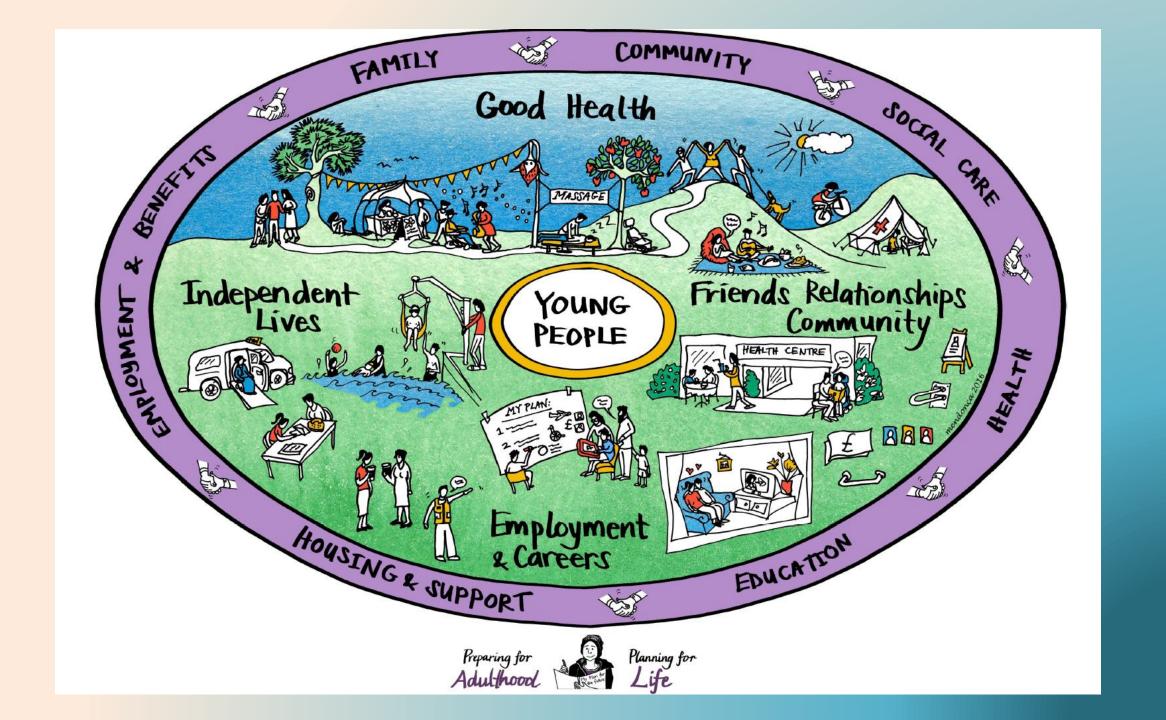
Moderate Learning Difficulties

Social, Emotional and Mental Health

Speech and Language Difficulties

Alternative Provision

Cohort categories







Code of Practice (2015):

- Higher education and/or employment including exploring different employment options, such as support for becoming selfemployed and help from supported employment agencies
- Independent living enabling people to have choice and control over their lives and the support they receive, 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

What does this mean for schools and colleges in terms of accountability and Ofsted?

What's important? A few...



- The importance of partnerships
 - Avoiding the cliff-edge
 - Compliance 'must this' and 'must that'
 - Person vs Process proactive pathway planning
 - Not just Education, Health and Social Care
- Engagement with families
- Self-advocacy
 - Avoiding tokenism 'the ascertainable voice of the child'
- Training and development
 - Maintaining high expectations Orchard Hill: 'at least one life-changing outcome per year'
 - Understanding co-morbidity
 - H&S and wellbeing
- Starting early (not just from Y9)
 - Independent careers guidance what does 'careers' mean?
- Reducing NEET rates
 - At what point does this become 'less' important?

(some) issues and challenges

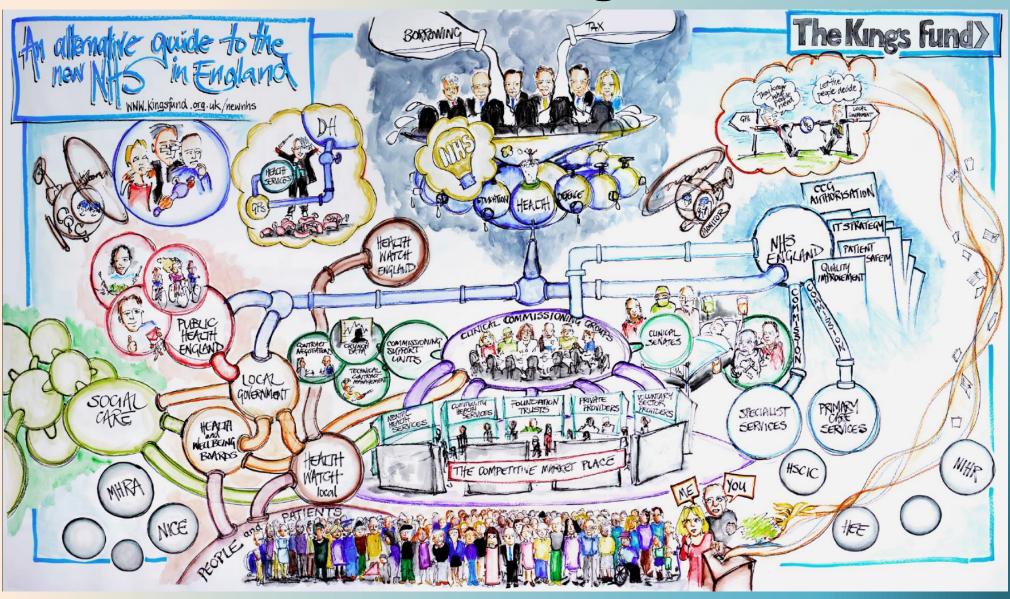


- Competing financial pressures
 - What gives way?
 - Managing economies of scale
 - Spend to save versus lack of investment
- Is there enough provision?
 - Is there enough appropriate provision?
 - Is there enough 'affordable' provision?
 - Delivering on the CoP aspirations locally: preparing for and finding employment, finding somewhere to live, and participating in the community. What is meant by 'community'? Who decides?
 - How to minimise transitions
- Building the workforce
 - Recruitment and retention, consistency
 - Reducing turnover and preserving high quality delivery
- Political upheaval and legislative volatility
- Broader societal attitudes towards disability, especially in more straitened times

Commissioning for adulthood



Joint commissioning - not hard?



(some) common challenges across all LAs



In no order...

- Cumulative fiscal pressure for LAs and local government
- Staff turnover and 'leech' of expertise
 - Increasingly 'relationship dependent'
- Need to be reactive impairs ability for longer term strategic planning
- Demographic change and growth
- Political uncertainty, locally and nationally
- Commissioners are also funders
- Dilution of Local Offer puts collaboration and effective communication at risk

What RBK & LBR is doing well...



- Comparatively stable leadership (officers)
 - Supports relationship building
 - Deepens understanding of local context
 - Ability to foresee challenges and respond proactively
- Student and stakeholder focused
 - And also solution-focused
- Flexible and collaborative mindset not driven by ideology and dogma
 - OHC&AT: 'we don't mind how it works for our students as long as it works'
- Supporting successful provision to develop and grow and be part of the wider SEND strategy
- And, ultimately, a great sense of optimism