

## Stockton in Partnership

### The sky's the limit



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**Stockton Riverside College, in Partnership with Stockton Borough First Federation and Stockton Borough Council STEPS service.**

#### **Background to the Partnership**

Our aim is to ensure that where a young person wishes to stay local to prepare for their adult life, we provide access to the most appropriate forms of preparation including skills development, personal development and the development of independence.

Our ambition in Stockton is to develop and use effective partnership working across Stockton and beyond to allow more of the young people in Stockton who have LDD to remain in their own communities, thereby increasing their chance of success in later life at living independently, enjoying and sustaining employment and accessing leisure opportunities.

*“Too often, professionals working with these young people are not encouraged to focus on young people’s ambitions for adulthood and how best to help them prepare. Such poor planning of support is exacerbated by a lack of choice and opportunities for young people: for example, a limited choice of entry-level courses in further education that do not build on what has gone before, or prepare young people for life and work; poor quality work experience; and a lack of supported employment opportunities to help them prepare for, find and retain work.”*

*SEN Green Paper March 2011*

We have one FE college, one 11-19 Special School, several schools with provision for students with learning difficulties and/or disabilities at 11-16 and one sixth form college. Stockton also benefits from adult service provision (STEPS) providing employability preparation and work experience for disabled adults who meet the FACs criteria. This service has also been extended to young people with learning difficulties and/or disabilities by Abbey Hill School who currently fund a project for STEPs to work with students to deliver work preparation, work experience and employment.

By collaborating strategically, we endeavour to ensure;

- Stockton’s young people can choose to remain in Stockton
- Stockton providers are able to extend the provision of learning, support and preparation for living and employment
- Stockton providers are collaborating with appropriate agencies and organisations that can enrich the experience for learners and add to the comprehensive package
- Smooth transition for learners between appropriate institutions at each stage of the learners journey
- Smooth transition from childhood schooling into adulthood learning and preparation for life and work

- The promotion of independence as appropriate to each stage of the learning and development journey
- An on-going wraparound of support, information, advice and guidance
- A single point of reference with a development plan for each student

Our planning and development has centred around developing a personalised timetable for each student, including elements provided by appropriate providers across the partnership.

## **Partnership Models for Personalised Planning**

### **Model 1; School led transition partnership**

Destination may be independent living or supported employment. Students are unable and not ready to make the transition to the next stage in learning. High anxiety expressed by the student and their family; The plan for this student would be as follows:

Vocational learning	Employment preparation	Travel awareness	Careers and transition	Leisure
School based	STEPS- preparation for work experience	School based	College based	School and parent supported

The student will spend the majority of their week with their special school, but would have a planned one day per week enrichment and activity day with the FE college, focussed on careers and including input from local work based learning providers and employers.

### **Model 2; College led transition partnership**

Destination may be employment, independent living, Further or Higher Education. Students are anxious about the transition but are able to operate with more independence than model 1, they are able to access curriculum at E3 and would have been considering an ISP to build their life and independence skills.

Vocational learning	Employment preparation	Travel awareness	Support	Leisure
College based	STEPS- work experience	STEPS – independent travel training	Students access support, therapies and extended tutorial support through their school.	STEPS and parent supported

The student would maintain a four day week placement in their college and retain a one day per week link with their school.

### **Model 3 College led transition partnership**

Destination may be employment, independent living Further or Higher Education. Students are anxious about transition but are able to operate with more independence than model 1, they are able to access curriculum at E3 and would have been considering an ISP to build their life and independence skills. Students need very specialist input in one key area, for example, living and working with autism.

Vocational learning	Employment preparation	Travel awareness	Support	Leisure
College based	STEPS- work experience	STEPS – independent travel training	Students access support, strategies and emotional	Daisy chain and parent supported

			wellbeing through a specialist partner (Daisy Chain)	
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The student is not linked with their school but instead with a specialist partner who becomes their enhanced support partner. The student attends one day per week for specialist input from their enhanced support partner.

The intention of the range of models is to allow the student to guide and choose the right amount of support and input for their needs, and ensure they are able to make progress at their own pace. Each of the plans must work flexibly for the students, and some students will quickly adjust to new challenges, some will need more time. By retaining an appropriate amount of support linked with either a specialist partner or a familiar support network, the student and their family should feel more confident to explore the opportunities available.

### **Documentation (learner based) used for planning**

One of the key aspects of the planning is ensuring that communication and information is shared appropriately across all involved partners. This is currently done using the following documents;

- IYSS report –detailing careers and job aspirations of the young person (not included)
- Pen portrait completed by the young person's school (not included)
- Stockton Passport to Health (Local Authority tool recording health and therapy requirements kept by each young person)
- Detailed LDA (learning difficulties assessment) provided by the Stockton IYSS/Connexions team

Additional information may also be required such as a communication passport/assessment or other additional assessment outcomes. We have included the health passport as an example, as it was developed by disabled young people with two nurses, Paula Jennings and Debbie Thrower, both Stockton on Tees PCT. Other documentation or tools may also be valuable to the young person, depending on their needs and journey to date.

This is then translated into individual outcome based sections of an overall plan

My plan- (to get to x outcome)

- Learning, goals and targets
- Work preparation and experience
- Travel and independence
- Personal development
- Support needed
- **Learner feedback**

### **Learner Voice**

Students were involved in the planning of this activity through their school, where they were encouraged to take part in the planning along with their parents. Initial feedback to information presented has been very clear. The partners were asked to keep the information simple, and to focus on what is actually involved for the student.

This feedback has been taken and used with every audience. Information briefings to IYSS/Connexions teams, head teachers, Local Authority transition groups and sub regional groups have all been done from the perspective of how this offer looks to the student or learner, and what they would want to find out about and be excited about participating in. An example of this is attached (Briefing Presentation).

## Collaborative CPD and Preparation

One of the most effective preparation and CPD activities was organised by the special school to support a raising of awareness across partner curriculum areas. Teachers from the school were linked with tutors from the FE college and joined each other for a 'professional discussion /shared CPD session. This one to one sharing of professional vocational expertise and experience was greatly appreciated and enjoyed by the staff, and allowed for conversations around transition planning at a subject area level. The session was supported by a structured framework of questions. Each teacher involved identified additional areas of collaborative practise, ranging from peer observations to moderation and standardisation. The documentation used for this is attached (Discovery CPD)

### An example of the outcome and impact of the work

**Impact in Stockton** In Stockton it is widely believed that this approach is making a big difference to a range of young people with LLDD. It is felt by all partners that the following areas are being addressed;

*Improved transition and progression:* by developing a strong link between the special school and college, the understanding of the students last and next steps is increased, and the potential for a more successful transition improved.

*Potential NEET:* by retaining a close post-transition link, parents and the Special school believe that the LLDD students who are able to make the transition will be more successful in remaining on programme and will not become NEET due to not being able to cope, increasing their chances of being successful in reaching their aims in adulthood.

*Fostering local pride and a sense of community:* by engaging in the partnership work and focussing on the potential of our young people as adults and on their contribution to the local area.

*Value for money and reach of funding:* We believe that by working in partnership we can find ways to help more young people as funds will be able to be channelled further and used to purchase both local and specialist provision as appropriate to the young person.

### Next steps and future plans

As the programme grows, new partners are being identified on an almost daily basis. The inclusion of a wider range of new partners will be an important addition to the offer. In addition, the following aspects are still being considered or implemented;

Joint review and progress planning

Funding for collaborative activity

It is intended that this model will be used throughout Stockton and the Tees Valley for a wide variety of young people who would not normally have been able to access the local offer of education and leisure. Partnership arrangements are being formed across the whole of the Tees Valley and are an important part of each FE providers development plan.

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