

Council of the Isles of Scilly Special Educational Needs and Disabilities (SEND) Virtual Peer Challenge

16th – 19th March 2021

Feedback Report

1. Executive Summary

There is a strong vision and commitment from all stakeholders to do the right thing for children and young people with SEND on the Isles of Scilly. Political and corporate leadership in the Council has ensured that the children's services budget has been protected. A robust SEND governance framework is in place and there is confidence around the SEND Programme Board to drive change. This is linked to the 'One Vision' transformation to an integrated health, education and care system across Cornwall and the Isles of Scilly. The local area has looked to external partners to review and improve practice including Cornwall Council and the Local Government Association through this peer challenge.

Partnership working with the Kernow Clinical Commissioning Group (CCG) has improved over recent years and this is now a mature partnership arrangement. This positive working is also extended to the health services provided by a range of providers both on the Islands and on the mainland. There has not been a Designated Clinical Officer (DCO) in post for the past 12 months but this has been mitigated by the CCG Commissioner supporting the Designated Medical Officer (DMO) by resolving health-related issues or barriers. A recruitment exercise for a DCO for Cornwall and the Isles of Scilly is in progress. Care will need to be taken to ensure that there is time allocated to the Isles of Scilly as the post covers a large geographical area.

All partners now need to work together to ensure a culture of mutual trust and respect so that everyone's contribution is valued. When there are changes in staff, they should be supported in their new roles and given time to familiarise themselves with the culture of working in this unique community.

The retirement of the Head of Children and Family Services in the next few months will be a significant loss given her experience and leadership across children's social care services. The Council have already been thinking about the impact of this and how they might plan to mitigate against any risk this poses, recognising that this also provides opportunities.

School leaders want to achieve good outcomes for children and young people with SEND and they understand that the current provision needs to improve. Working closely with the Leading Edge Academy Trust (LEAP) increased support for the Headteacher and SENDCO will help provide additional skills and expertise. An improved curriculum offer in the school for children and young people with SEND, especially in Key Stage 4, which recognises and celebrates the achievement of every young person is recognised as an area of development. It will also be important to further develop an inclusive culture in the school, particularly for those children with complex needs.

Working and living on the islands has many advantages but the numerous interactions on both professional and personal levels can impact on the level of challenge in the system around SEND.

Historically, problems have been raised through other partners, rather than with a specific service or setting. There needs to be a clarity of roles, responsibilities, and accountabilities in the system, so lines of communication are clear to parents and carers as well as partners.

The work of Genuine Partnerships in 2019 with the community and in particular, parents, carers, children, and young people with SEND has led to a shift in the culture that puts co-production with families at the heart of strategy and practice. However, the translation of the strategy and commitment into action needs to be progressed to demonstrate this intent and improve outcomes for children and young people with SEND. It is recognised that the pandemic has had an impact on this.

The early identification and meeting of need, especially in the early years, is having an impact and is a real strength. Professionals know the children before they start school and there are good links with early years providers. Early years providers, including the childminder, have a good understanding of SEND. There is good access to most diagnostic provision and a range of services are provided on the island including speech and language therapy.

There is a pro-active Parent Carer Forum (PCF) which is engaged with both the Council and health partners. It will be important to ensure that the voice of all parents and carers is heard as the forum does not include everyone for a variety of reasons. There is a good Local Offer which is due to be reviewed and this includes a review by children and young people.

There are a range of short breaks available to families from universal activities to those which are funded by the Council. Access to a direct payment for short breaks is through a Children in Need (CIN) social work assessment and is part of the CIN Plan. We heard from some key stakeholders that they did not understand the process and greater clarification and communication of this would be helpful.

A performance and quality assurance framework would ensure a better line of sight to practice and impact. Without this it is difficult to see what difference the interventions from Education, Health and Care Plans (EHCPs) are making to children and their families. The voice of the child is not always 'heard' and there is little attainment and assessment information provided for annual reviews to ascertain what progress is being made. However, some parents talk positively about the support they have had from the Council.

Transition to post 16 education is good with liaison between the colleges and school and there are examples of apprenticeships for young people and plans for a supported internship.

A Preparation for Adulthood strategy and pathway is being co-produced, and a multi-professional group has been established to improve transitions for those moving off the Islands to post 16 education.

There are many strengths across the local area which includes both the Isles of Scilly and the service providers on the mainland. By working closely together the partnership can make significant progress in delivering the actions already identified through the SEND Strategy and Action Plan. Most importantly, these actions need to be visible to parents, carers, children and young people and improve the outcomes of those with SEND.

2. Key recommendations

There are a range of suggestions and observations within the main section of the report that will inform some 'quick wins' and practical actions, in addition to the conversations onsite, many of which provided ideas and examples of practice

from other councils. The following are the peer team's key recommendations to the Council and the CCG:

- **Develop a performance and quality assurance framework across the partnership that can evidence the quality of support being received and the difference it is making to children, young people and their families lives. It should provide a line of sight to practice for those leading and accountable for service delivery and evidence that learning and continuous improvement is happening** -The quality of EHC plans was variable, with evidence not consistently recorded in the appropriate section and the achievement of outcomes not quality assured. The development and effective implementation of a performance and quality assurance framework should ensure that partners know the strengths and areas for development in relation to EHC plans. This should lead to EHC plans that are of a consistently high quality, are purposeful, that outcomes are evaluated, and the learning achieved through this process drives continuous improvement
- **Ensure that EHCPs have the voice of the child and the family at the heart of the plan and the outcomes are SMART and impactful** – There were occasions where the child or young person was not as visible as they should be in the plans. Outcomes need to demonstrate what is possible and achievable using strength-based language.
- **Work in partnership with the Five Islands Academy to develop a Key Stage 4 (KS4) curriculum to meet the needs of the pupils with the most complex needs** - The current KS4 curriculum is not suitable for these pupils. The curriculum offer for the pupils with the most complex needs should effectively promote their independence skills, prepare them for adulthood and provide an opportunity for their achievements to be recognised and celebrated.
- **Review communication and understanding of the spectrum of resources available for short breaks and process to access short breaks** – the universal and council funded activities have been impacted by COVID-19 but are providing both inclusive and dedicated activities in the community, and there are plans to develop further post COVID. What is less clear for some is how to access a direct payment for short breaks as part of a CiN Plan and this would benefit from greater clarity.
- **Identify some key actions from the SEND Action Plan that will demonstrate commitment and promptly improve outcomes for children and young people** – there is some frustration that following the work with Genuine Partnerships progress has been slow in implementing some of the areas in the Action Plan. There are some actions that would provide some quick wins and demonstrate to children, young people, and their families that the strategic intent is demonstrated through delivery. Some suggestions made to the peer challenge team included the opening of the Youth Hub, reviewing the use of The Harbour and accessing short breaks funding without the need for a Child in Need assessment.
- **Ensure that there is clarity of roles, responsibilities, and accountabilities of all partners and this is communicated to all stakeholders** – Parents

and carers, as well as professionals, need to be aware of the lines of communication when issues are raised. Historically, where there have been problems, they have been raised through other partners rather than directly with the service provider or setting.

- **Continually promote a culture of mutual trust and respect where everyone's contribution is valued** – All partners need to continue to work together to create an environment where everyone is supported and able to contribute to the improvement of outcomes for children and young people with SEND. This is particularly the cases when there are changes in staff across the partnership.

3. Summary of the virtual peer challenge approach

The fundamental aim of the peer challenge is to help councils and their partners reflect on the provision in the local area for children and young people with special educational needs and/or disabilities, in consideration of the Children's and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 0-25 (2015).

It is important to remember that a peer challenge is not an inspection; it provides a critical friend approach to challenge the council and their partners in assessing their strengths and identifying their own areas for improvement. The approach involved reviewing the self- evaluation, documentation and data; review of education, health and care plans and individual provision maps; carrying out video interviews via Teams with a range of groups and individuals including children, parents/carers, staff from early years settings, schools, colleges, primary health care providers, specialist health providers, the Director of Children's Services and CCG Commissioner. As a result of Covid and the associated travel restrictions, it was not possible for the peer challenge team to visit the Isles of Scilly. Nonetheless, the use of video meetings enabled the team to effectively gather evidence from a wide range of partners. The Council of the Isles of Scilly and its partners are encouraged to reflect on what the findings mean in relation to the area as a whole.

The peer team

Peer challenges are delivered by experienced officer peers. The make-up of the peer team reflected your requirements and the focus of the peer challenge. Peers were selected based on their relevant experience and expertise and their participation was agreed with you.

The peers who delivered the peer challenge at the Council of the Isles of Scilly were:

- Lead Peer – Claire Burgess, LGA Children's Improvement Adviser for the South West
- Education Peer – George Gilmore, LGA Associate, ex-special school Headteacher and SEND Adviser
- Challenge Manager – Jill Scarr, LGA Programme Manager – Children's Services

The process

The peer team prepared by reviewing a range of documents and information to ensure they were familiar with the Council and the challenges it is facing. The team then spent 4 days on virtual field work during which they:

- Spoke to more than 40 people including a range of council staff, the Lead Member, external partners, young people, parents, and carers.
- Gathered information and views from more than 30 meetings and through additional research and reading.
- Collectively spent more than 140 hours to determine their findings – the equivalent of one person spending more than 3 weeks on the Isles of Scilly.

This report provides a summary of the peer team's findings. It builds on the feedback presentation provided by the peer team at the end of their fieldwork (16th – 19th March 2021). By its nature, the peer challenge is a snapshot in time. We appreciate that some of the feedback may be about things you are already addressing and progressing.

4. Scope and Focus

The peer challenge focused on five key themes. The report includes the good practice we heard about and areas which you might want to consider further.

Themes:

- Leadership and governance of SEND across the local area
- Capacity and resources (including finance)
- The identification of children and young people who have special educational needs and/or disabilities
- Assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- Improving outcomes for children & young people who have special educational needs and/or disabilities

5. Main Findings

5.1. Leadership and governance of SEND across the local area

Leadership and ambition are evident at a strategic level across all key partners and stakeholders to provide a holistic approach for children and families on the Isles of Scilly. Political and corporate leadership in the Council are committed to children and young people and see them as 'our children'. Consequently, the Children's Services budget has been protected. The Corporate Plan includes under 'Principles and Requirements'; 'Ensure that we create a positive and inclusive culture that enables children with special educational needs to thrive, in line with statutory requirements.' There is confidence in senior leaders in the CCG and this relationship has significantly improved over recent years.

There have been, and will continue to be, changes of key people in the partnership. It will be important to manage this transition, taking time to reflect and allow people to get on board in their new roles and the culture of working in this unique community. The forthcoming retirement of the Senior Manager for Children and Family Services will result in a significant loss in experience and

leadership of children's social care. The Council are considering the impact of this and any potential risk but also being mindful that this also provides opportunities.

There are many advantages to working and living on the Isles of Scilly, but professional boundaries, roles and responsibilities are sometimes complicated by the uniqueness of the community. There are many interactions with each other both professionally and personally and there is evidence that this can impact on the level of challenge in the system. It may be helpful to review these roles and pathways into services to ensure that professionals and families know the right people to contact.

There is a robust SEND governance framework in place and there is a confidence around the SEND Programme Board driving change. This is also linked to the 'One Vision' Board which is driving the transformation of an integrated health, education and care system in Cornwall and the Isles of Scilly.

At a strategic level there has been discussion and decisions made but parents, carers, children, and young people are not yet seeing the difference. The SEND Liaison Group will need to work on increasing the pace of implementation of strategic intent.

The impactful work following the involvement of Genuine Partnerships in 2019 has lost momentum and needs to pick up pace but it is recognised that the impact of Covid has been a contributory factor. In particular, the continued engagement of children and young people has been delayed as a result of a request to wait until they can have face-to-face communication. It is planned that Genuine Partnerships will be returning in September 2021 and that this will help to reboot some of the momentum that has been lost.

There is a mature partnership between the Council and the CCG which is working well to support SEND provision on the Islands and this is particularly evident through the engagement of health partners. However, there has been no Designated Clinical Officer (DCO) in the CCG for the past 12 months with the experienced Designated Medical Officer (DMO) providing clinical advice only when needed. The CCG Commissioner has supported the DMO and, when necessary, signed off the health sections of the EHC plans as well as resolving any health-related issues or barriers. A recruitment exercise is currently in place for a DCO for Cornwall and the Isles of Scilly. It will be important to ensure that there is adequate time allocation for the Isles of Scilly to include attendance at panels as well as providing strategic input and operational oversight.

'One Vision' is ensuring that the needs of children and young people are looked at in a way that reflects the challenges of the Isles of Scilly. One Vision is seen as tying strategic planning for the Isles of Scilly with Cornwall. Pathways are being developed with that intent eg the mental health strategy.

School leaders have a strong ambition to achieve good outcomes for pupils with SEND including preparing pupils for life after school and adulthood. However, there is an understanding that the current provision needs to be improved. The Local Governing Body is providing strong leadership with close engagement at both strategic and operational level. However, it is important that school leaders continue the drive to develop a whole school inclusive culture, particularly for those children with the most complex needs. The school is applying for the

National SEND Inclusion Award and the associated self-evaluation will enable school leaders to identify strengths and areas for development.

It is important that the new school leadership team are supported to become an integral part of the SEND partnership on the Isles of Scilly for the system wide approach to SEND to be effective and improve outcomes for the children and young people.

The Headteacher and SENDCO at the Five Islands Academy are both new to their roles and would benefit from increased support from the Leading Edge Academies Partnership (LEAP) and its skills and expertise to improve SEND provision in the school.

The continuous development of the Self-Assessment and the SEND Action Plan will be critical in evidencing that the partnership across SEND have a good understanding of where their strengths are and the areas for development. It will be important to address the three questions Ofsted will have in mind when they come to inspect SEND services in your local area:

- What do you know about the quality and impact of the practice with children and families in your area?
- How do you know it?
- How do you plan to maintain and improve practice?

The development of your performance and quality assurance framework mentioned in the peer team's recommendations will be a key part of evidencing this.

5.2. Capacity and resources

There is a recognition and respect that the Isles of Scilly is a unique community by partners in Cornwall. This is demonstrated through the flexibility in delivering advice, consultation, and direct services, particularly in relation to health support.

A strong, positive relationship exists with Cornwall Council using Service Level Agreements (SLAs) for specific service areas/resources that it is not viable for the Isles of Scilly to deliver and acting as a critical friend and partner. This arrangement is working well.

There is strong partnership work with a clear focus on building family resilience. The concept of 'Early Early Help', supporting families when needs first arise so they do not escalate requiring more intensive support, is a key philosophy across the partnership. The Isles of Scilly Family Partnership is part of the wider governance framework for children and families and has operational oversight of multi-agency working for all children and families, including children and young people with SEND needs. The development of the Family Hub co-located on the school site enables partners to come together and families to access support in one place. There is a comprehensive website, Family Scilly which provides information on a range of services available to families including health, social care and leisure.

A recent review of SEND team roles and responsibilities has been undertaken to increase resilience within the team to provide both support and challenge with the school and the LEAP which includes a member of the team trained to be a second case worker. The challenges for the Isles of Scilly are continued

workforce resilience and sufficiency in all parts of Children's Services and partner organisations. This is not a new challenge and something that is always high on the leadership agenda for the Council and partners.

There has been some good, valued training and consultation by specialists to increase knowledge and skills on the Islands from a range of partners eg Health has provided training to the school nurse to be a sleep practitioner. The LEAP provides regular support to the school SENDCO and online training is offered to all staff on a range of issues to improve support for pupils with SEND.

Specialist external advice has been commissioned to support both school and families around autism. The partnership could capitalise on this expertise to work with all stakeholders on understanding the needs of children and young people with autism.

It is recognised that the funding arrangement of SEND, particularly for complex packages, is unique and that future funding is dependent on this arrangement with the Department for Education continuing. This is a risk that is known and managed by the Council.

5.3. Identification of children and young people who have special educational needs and/or disabilities

The early identification of needs in early years and health settings is leading to prompt, effective involvement of appropriate professionals and support. There have been some creative ways of delivering personalised support. For example, a Portage offer incorporating a child's request to learn to swim.

The Healthy Child Programme is being delivered by health visitors on the Islands and uptake for immunisations and mandatory health checks are impressive. There are good links between the health visitors on the Islands with the range of early years providers and children and their families are well known to services before they start school.

One of the strengths of the Islands is the early help provision available.

Access to most diagnostic provision is timely and there is a conscious effort made to ensure that all diagnostics and consultations are carried out on the same day on the mainland due to the travel arrangements needed from the Islands. Similarly, when children with complex needs require in-patient treatment, the Royal Cornwall Foundation Trust provides support for parents to accompany their child.

The school nursery, Cherry Blossom Childcare and the childminder have received a range of training around SEND and the Early Years SENDCO at Cherry Blossom is a valued resource. Staff in these settings, including the childminder, know the parents and children well and can support families to come to terms with identified need and can signpost them through next steps.

The SENDCO at the school has recently qualified and is well supported by colleagues in the LEAP to improve impact and effectiveness. The school is small and there is a challenge around having the knowledge and skills to support a range of children with different needs. The LEAP provides strong and valued support for the SENDCO, however, Covid has impacted on the ability of staff from the LEAP to provide on-site support. The LEAP offers regular online training

workshops for school staff to increase their awareness of a range of issues that may affect pupils with additional needs. It is important that all staff take advantage of this training to improve their effectiveness.

Assessments for Autism Spectrum Disorder and Attention Deficit and Hyperactivity Disorder can take up to two years and there are significant numbers of children and young people on the waiting list (up to 1,000 to the age of 18 across Cornwall and the Isles of Scilly). The focus is on diagnosis rather than intervention to meet need and because of the low numbers on the Isles of Scilly the service is reactive to the referrals received. There have been 2 referrals in the last 12 months. The intent is to move away from a focus on the diagnostic process to provide earlier support to children and young people and their families and those supporting them. Parenting courses are offered, and parents must attend before their child is accepted as a referral. This access issue is not always seen by parents as positive.

Autism training has been provided to all professionals on the Isles of Scilly and this has been well received. Further training is planned for the school, but this has been delayed due to Covid. As part of a national pilot, funded by NHS England, there are plans for a neuro-sequential pathway which is in development but subject to funding approval. This will look at the cause of a child's issue and provide the appropriate support which may cover occupational therapy, speech and language support and physiotherapy. This will ensure that children and young people are supported before a diagnosis.

The speech and language therapist provides sessions on the Isles of Scilly, usually working with between 6 – 12 young people at any one time (working with 7 children at the time of the peer challenge), and currently has 7 days a year on site. During Covid these sessions have been delivered virtually which has worked. They also provide consultation to services and parents/carers. There is also access to a voice specialist who can also support with eating and drinking. The Speech and Language service is small, and they are looking at redesigning their pathways and service offer.

As part of the NHS England and NHS Improvement Long Term Plan there is a commitment that by 2023/2024, children and young people with a learning disability, autism or both with the most complex needs will have a designated key worker. Initially this will provide support to those who are inpatients or at risk of being admitted to hospital, but also those facing multiple vulnerabilities and those in transition between services. Cornwall and the Isles of Scilly will be part of the second wave of this pilot, pending agreement to funding, and it is really important that there will be a key worker based on the Islands. It is also positive that the Chair of the Parent Carer Forum is sitting on the Pilot Board. This should mean that children and young people with the most complex needs get the right support at the right time and are able to access the resources they need. This is a positive development for the Isles of Scilly.

When children and young people are experiencing or showing signs of low level emotional problems their worries can be discussed at BLOOM. This is a monthly meeting consisting of partners from children's social care, adult mental health, education, health, (including GP's), health visitor and school nurse and Child Adolescent Mental Health Service (CAMHS). The aim of the group is to support young people at the earliest possible opportunity to prevent needs escalating

(where possible) to a high level of intervention from CAMHS. The outcomes of the discussion will be to form a support plan from professionals or refer to more specialist services. CAMHS do provide a service to children and young people and their families on the Isles of Scilly. Discussion at this meeting is by consent of parents and where appropriate children and young people.

5.4. Assessing and meeting the needs of children and young people with special educational needs and/or disabilities

A strong, pro-active parent/carer forum is effectively engaged with health and council partners and provides support in a range of ways to parents and carers. There are a number of parents and carers who, for various reasons are not members of the forum. As well as continuing to use the parent carer forum for consultation and co-production, the council and its partners need to be mindful of those parents and carers who are not members of the forum and continue to listen to the voice of all parents.

There is a good Local Offer which has been co-produced with parents/carers, children, and young people. It is well presented and provides comprehensive information. The Local Offer is about to be reviewed to assess usage, accessibility, and the content to ensure it continues to provide a vital source of information for children, young people and their parents and carers. Children and young people will be involved in the testing.

At the time of the peer challenge, the Council was responsible for 12 EHCPs, including 2 for post-16 pupils attending residential college provision on the mainland. The review of the EHCPs indicated that, whilst all were detailed, in the majority of plans it wasn't immediately possible to quickly 'see' the child and understand both the child and their family's hopes and aspirations. In one plan this information was clearly evident and that enabled a prompt understanding of the young person concerned.

In terms of all EHCPs there needs to be a framework of quality assurance and challenge around quality of practice and impact of EHCPs. This is currently not evident. Reports for annual reviews are not received early enough preventing analysis before the review meeting. There is little attainment and assessment information in the annual review report for those with an EHCP so it is difficult to ascertain how the school knows what good progress is for this group and whether the council can be confident that good progress is being made towards the outcomes in the child's EHCP.

Parents and providers talked positively about the support they had received from the Council. Comments included: 'the local authority were brilliant', 'exemplary support from the local authority' and 'efficient and dedicated'.

School leaders understand that there needs to be an improved offer for children with SEND, particularly the Key Stage 4 curriculum, in order to meet the needs and improve the outcomes of those children with the most complex needs. Leaders are aware that provision will need to develop rapidly to meet the needs of younger children who are working below Age Related Expectations (ARE) as they move through school. The school has developed resource provision to meet the needs of some children with SEND. The provision will need to be kept under

review, and further developed, as the numbers of children and the complexity of their special educational needs change.

For young people with high or complex needs there are some good examples of bespoke packages working well, particularly for post-16 provision. The feedback from parents and carers confirmed that they and their child(ren) were positive about the support they receive.

Panels to agree packages of support for children and young people are held regularly and partners are engaged and supportive to ensure that the right support is provided. There are respectful discussions where there is a difference around funding.

There is a flexible approach to accessing health professionals eg access to consultation and virtual links to the paediatric assessment unit at the mainland hospital if needed. There are quarterly clinics on the Islands for paediatrics and other therapeutic services.

A co-ordinated offer from GPs, health visitors and the school nurse mean that children and young people can access services locally without the need to travel to the mainland. Bespoke health provision by a range of health partners on the Islands is often providing an individualised approach to each child.

Children and young people have effective support for mental health needs in the school through a Trauma Informed Schools (TIS) worker.

Health visitors and the school nurse are effectively engaged in supporting the delivery of complex needs pathway e.g. referrals for specialist assessment and review.

Continuing care transition arrangements are aligned to EHCPs and the early involvement of adult social care was highlighted as a real strength. Due to the small number of young people with EHCPs a more bespoke service can be provided.

A short breaks care statement has been co-produced by parents and the Council. This describes the range of short breaks available to families from universal activities to those which are funded and provided by the Council. These have been impacted on by COVID, particularly access to the Youth Hub.

There are plans to develop this resource further over the coming year and we heard from both parents and children and young people that they would value this being explored proactively. Access to a direct payment for short breaks is through Section 17 of the 1989 Children's Act, following a CiN Social Work Assessment and the funding is part of the CiN Plan. We heard from some key stakeholders that they did not understand this process and did not find it helpful. Greater clarity and communication of the process would be helpful.

The use of inclusion workers may also benefit from review to ensure that this service is delivering positive outcomes for children and young people. Currently the workers are engaged on a 1 to 1 basis and there is an indication that children and young people would benefit more from group activities. The use of personal budgets to meet some of these needs could be explored.

The SENDIASS service provider has been changed and there is a need to raise its profile on the Isles of Scilly with all partners. This is recognised by the service

and there are plans to do this, although Covid restrictions has meant that this has had to be done virtually rather than visit the Islands.

5.5. Improving outcomes for children and young people with special educational needs and/or disabilities

For some young people with additional needs, they are supported to achieve strong outcomes at the end of KS4 and move successfully on to Post-16 provision. There has been some success at 16+ with 2 apprenticeships and 1 supported internship is being planned for September 2022. There is commitment to build on this success by post 16 providers.

The 16+ transition to Truro and Penwith colleges is good with liaison and support prior to, and after the transfer. This has included providing transport from arrival on the mainland to the college by a youth support worker with a tapering of support when confidence had grown.

A Preparation for Adulthood strategy and pathway to post 16 education and employment are being co-produced with parents, carers, young people, and partners. It will also be important to ensure that those young people who are on SEN Support are included in this strategy and pathway. A multi-professional group has been established to improve transitions and Preparing for Adulthood and for those young people moving off the Islands for post 16 education.

There are still some challenges around health when young people transfer to adult health services. Different health areas have different ages for transfer for example community paediatrics goes up to 19 if still in education, CAMHS and Social Care go to 18 and young people are admitted to general adult wards at 16.

There is a good careers advice and information offer from both the school and the LEAP. This includes on-site meetings and attendance at careers fairs for KS4 pupils. There is involvement in annual reviews from year 9 and there is an individualised approach to support.

Children, young people and their parent and carers told the peer challenge team that there is limited organised leisure opportunities for those with SEND. Although it is acknowledged that Covid has imposed restrictions on activities there is still scope to offer more. The Islands assets in terms of both the natural environment and buildings could be utilised more, particularly in school holidays when the school and boarding house are not in use. Discussions with the school and the LEAP would be a start in exploring how this could benefit the children, young people, families, and the wider community.

The Islands are small and there are limited employment and training opportunities for young people with SEND. Creative ways to develop more apprenticeships and work placements could be explored further in partnership with the colleges and businesses on the Islands.

6. Next Steps

The Local Government Association would be happy to discuss how we could help you further through the LGA's Principal Adviser Paul Clarke, telephone 07899 965730 or e-mail Paul.Clarke@local.gov.uk and Claire Burgess, the Children's Improvement Adviser, telephone 07854 407337 or e-mail Claire.burgess23@gmail.com

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