

**The Wellbeing Service
Oldham Social Care and Support.**

Alternative Vocational Experiences for Young People.

Challenges and Solutions.



Oldham
Partnership

Presentation Overview

The presentation will focus on the following areas.

The Wellbeing Service Oldham Council - a brief history.

Challenges facing the Wellbeing Team in light of Local Authority budget reductions.

Challenges facing Oldham Schools.

Opportunities for cooperation and mutual benefit.

Our response and subsequent service redesign and creation of new services that supports local secondary school to reduce numbers of children classed as NEET.

Range of Services we offer.

Customer feedback.

The Wellbeing Service Oldham Council - a brief history.

Due to pressures from reducing centralised UK government funding. The Wellbeing Service was developed from the amalgamation of seven services on the 18 January 2011.

Mental Health and Learning Disability Employment Services, Older Peoples Day Services, Community Projects/Adult Day Services and Therapeutic Services

This new Service went live 1 April 2011.

Today the service still operates Employment Services, Therapeutic and Community based Adult Day Services.

The service is now a Social Enterprise.

Experience of the client group.

Expertise (Over 20 years working with Disabled People towards Supported Employment).

History of involvement with Local Schools via SEN transition support.

Workstep Providers

Getting a Life

Preparing for Adulthood.

School Placements.

Challenges facing the Wellbeing Team in light of local authority budget reductions.

Creation of new spin out Company and Services that deliver social profit.

Emphasis on being business and commercially minded.

Increased importance on income generation.

Securing jobs for existing staff.

Using our existing skills.

Using our existing assets.

Challenges facing Oldham Schools.

In Oldham in 2012 there were 1329 fixed period exclusions which equates to 8.5% of the secondary school population.

Currently exclusions in Oldham are running at between 6.4% and 7.1% fluctuating quarter to quarter. Approximately 900 students from a population of 14,065 in total.

Alternative providers are limited and mainly school based..

A report by Tom Burkard and Daisy Meyland-Smith REFORMING PROVISION FOR EXCLUDED CHILDREN.

Challenges facing Oldham Schools continued

Given the Coalition's plans to give head teachers greater powers to exclude disruptive pupils, and the above statistics, deep-seated reform of PRUs is necessary.

In addition, new providers of PRUs are needed, especially those that can provide long-term or permanent places for excluded pupils.

Funding for PRUs should be integrated into the pupil premium system.

Local authorities should reduce barriers to entry for alternative providers.

Effective monitoring of outcomes is also essential.

Our response and creation of new services that supports local secondary schools to reduce numbers of children classed as NEET.

Pilot to research with schools about the demand for alternative provision and what was is currently available in Oldham. (Funded by the Transitions forum)

Consultation initially with one school.

Established the need for services schools required.

Designed the programme around these needs.

Delivered the service.

Our response and creation of new services that supports local secondary schools to reduce numbers of children classed as NEET. continued

Established trust and reliability.

Ability to react.

Feed back from the school.

Links made to all Oldham schools via SENCO meetings.

The new service is aimed at young people who may be experiencing emotional distress, disengaging from education, at risk of becoming NEET or find classroom based learning difficult. The main emphasis is to prevent this through alternative learning experiences

The use of Community Bases to Support Children who require a more Supportive Learning Environment.

We currently have 4 community based sites.

All staff have fully enhanced CRB checked.

Variety of activities and learning.

History of providing work experience to students.

Over 10 years of vocational and employment based support.

Working in and with communities.

Strong work based values within a learning environment
Inclusive environment.

Practice robust health and safety policy and procedures.

ASDAN (Award Scheme Development and Accreditation Network)

Range of services we offer.

Attendance at Community Projects

Work Placement – Long and Short Term placements with employers for Students.

Supported Employment – Consultancy – Assisting clients in obtaining employment.

Supported Employment – Consultancy – Supporting Clients once in Employment.

On site education session per Student. (School supported students).

Work Preparation Club (10 places 12 week programme) Delivered in schools.

Asdan Award – Additional Fee for Students/Users currently accessing the Wellbeing Service via Placement or Work Preparation Club.

Benefits and outcomes for the student Students

Improvement in confidence.

Improved attendance.

Improvement in social skills.

Disability awareness through teamwork.

A service that is dedicated to individual development, progression & independence.

A recognised qualification.

A community based learning and skills development environment.

**An individual vocational package including
Assessment and vocational profile.**

Students re-engaging with learning and education.

Continuation or completion of study or enrolment for further education.

Student's aspiration being developed in terms of future employment opportunities.

Paid employment.

Apprenticeship.

Benefits to head teachers.

The service promotes the main themes of the Every Child Matters for students to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Preventing students becoming classed as NEET.

The service that is dedicated to supporting all school staff to meet their statutory responsibilities.

The service that complies with health and safety and employment legislation, school procedures and best practice.

Commitment to continuous improvement, which includes striving to provide the best value service through partnership working.

Students re-engaging with learning and education.

Reduced costs of exclusion/loss of educational grant.

Improving retention rates at school.

The financial bit.

Sustaining the ethos of supported employment.

Future growth.

Increase range of service products.

Sustainability through long term Service Level agreements.

Reduce costs to schools through prevention of exclusion and the loss of core budgets.

Cooperation with local employers who actively support workplace experiences for children.

100 local employers.

Agreements

Support for employers.

Building relationships

Planned employer/school events

Employers feedback.

“Over the past couple of years Tesco and The Wellbeing Service have worked together, providing young people with quality work experiences. All the staff and management team firmly believe in and enjoy investing time and energy in helping young people to equip the future workforce”.

Kirsty Swallow – Personnel Manager TESCO EXTRA Huddersfield Road.

As a new business to the area with a totally new concept, not a lot of people had heard about us and we struggled to find the right volunteers. The Wellbeing Service provided all the support we needed to get a number of work experience placements from three different schools in the borough.

All the young people were perfect for our requirements.

Diane – Kanine Kampus Doggy day care.

At Mario hair design we support the Wellbeing Service by providing successful work placements to young people. We always make sure that students have a quality experience and aspire to be future hairdressers. It has been a pleasure for me and the team to encourage and share our skills with young people.

Sharon Livesey – Mario Hair design



What our customers think about us!!!

Teachers

“The Wellbeing Service has been really brilliant for Blue Coat School. The work with Child A has been superb. The Wellbeing service has not only placed her at one of the Wellbeing Service community projects but has often been a listening ear and someone to sort things out with. One of our students with very little English enjoys going to the café where he works so much that he goes when he is off school and now wants to follow a career in catering”

C. Farrington from Blue Coat

“We have been really pleased with the service the wellbeing service has provided our pupils. They have formed positive relationships with the pupils”

J. Humphries Learning Zone Manager Blessed John Newman

“I look forward to building a positive relationship with the Wellbeing Service”

C. Thorpe Kingsland School

Students

I didn't want the work experience to end. I would have liked to stay another week. This would have given me more time to get to know the children. I enjoyed watching the children grow and develop.

Student

