

Let's talk about
SEND and **Inclusion**

Strategy for Children & Young People 0-25 years old with Special Educational Needs and Disabilities (SEND) in South Gloucestershire

2018 - 2023

NHS


Bristol, North Somerset
and South Gloucestershire
Clinical Commissioning Group





Our Vision

Enabling children with SEND to achieve their potential and aspirations in a caring and supportive community.



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Terminology

- **We** refers to those who have a key role in the lives of children, young people, and young adults with Special Educational Needs and Disabilities (SEND)
- **Child** or **children** refers to children, young people and young adults aged 0–25 years old.
- **Parents** refers to parents and carers
- **Community** could be at school, after school activities, work experience, leisure opportunities or going out with friends
- **Everyone** could be anyone who works with or supports a child with SEND. This could be a Teacher, or other adults in schools, extended families, voluntary sector clubs and so on
- **Partners** refers to everyone working with the child
- **Schools**, in most cases, this also includes educational settings both pre-school and post 16 who are meeting the educational needs of children

Foreword

We have been listening to the views of children, families, settings, schools, colleges and other stakeholders through engagement events in the autumn term 2017. As a result of this work, a draft Strategy was co produced and consulted on in February 2018.

This Strategy sets out the vision and strategic priorities for South Gloucestershire local area for the period 2018–2023.

The key partners who are working to develop, implement and review our SEND Strategy are:

- **children with SEND**
- **parents/carers of children with SEND**
- **health commissioners and providers**
- **mainstream and specialist education settings**
- **department of Children, Adults and Health - South Gloucestershire Council**
- **voluntary and community sector**

Our vision is a bold one and sets out our ambition for children with SEND in South Gloucestershire and their families. The Strategy outlines the principles, approaches and key actions we will take to deliver our vision. We are committed to reviewing the Strategy so we can continue to drive the improvements needed and to make the Strategy a 'live' document that responds to the needs of children and their families.

Yours sincerely



Jon Hunt

Cabinet Member for Children & Young People



Anne Morris

Director of Nursing and Quality Bristol, North Somerset and South Gloucestershire Clinical Commissioning Groups



Peter Murphy

Director for Children, Adults and Health



Toby Savage

Cabinet Member for Schools, Skills and Employment



Rachel Trueman

CEO and Co-Founder, South Glos Parents and Carers

Introduction

In co-producing and co-writing this Strategy, we have engaged with parents, practitioners from health, education, social care and the voluntary sector. An event was held in June 2017 which was attended by fifty people followed by a series of SEND engagement sessions in October 2017 which were attended by 135 people. The consultation in February 2018 was attended by 50 people and 61 people responded to the online consultation with a further 65 inputting views by other means.

This is a five year Strategy that sets out our vision to renew and re-configure services and partnerships to deliver improved and effective SEND provision and services.



Our Vision

Our vision for Children and Young People in South Gloucestershire is...

Enabling children with SEND to achieve their potential and aspirations in a caring and supportive community.

This aligns with the vision set out for all children in the Children, Young People and Family Plan 2016 -2020.

Enabling every child and young person to thrive. Children and young people should have a good start in life, be safe and do as well as they can, while being able to access support when necessary.

We will provide our children with the best START



This Strategy demonstrates a new approach to the development and implementation of SEND services and provision in the South Gloucestershire local area through co-production. It is recognised that more time and attention is needed to prepare and plan for children with SEND and their families. Through the development of a Joint Commissioning Plan in line with the Children and Families Act 2014 and the Code of Practice 2015, we will identify areas where more services can be jointly commissioned across education, health and social care. Current provision and services will be reviewed and redesigned where needed. New services and provision will be co-designed with service users; this will be based on accurate data which predicts need and demand in terms of age, special educational needs and disability and geographical distribution.

The current economic climate challenges public services to achieve ever-improving outcomes for children against a backdrop of fixed or even diminishing resources. Funding will be utilised as effectively as possible and resources (including staffing) will deliver positive outcomes for children and support sustainable provision and services.

There is a strong commitment to valuing children and building on current inclusive practices. There will be a focus on key transition points in a child's life and on life outside of settings, schools and colleges - recognising that children want to enjoy play and leisure and to travel independently wherever possible.

Our Principles

Our principles are derived through listening to families and practitioners. We have developed our priorities, principles and key actions from the engagement we have undertaken. Support, services and provision will be developed for children with SEND in order to improve outcomes for them.

We will run an efficient and inclusive SEND system where practitioners work with families, children, young people and young adults. We will develop trust and confidence in order to build good quality partnerships.

This will be achieved by practitioners from all sectors working collaboratively to deliver the most appropriate local provision and support. Settings, schools and colleges are central to the successful delivery of an inclusive sector for children with SEND.

We will adopt the following principles which will be embedded in everything we do throughout the South Gloucestershire local area.

Communication is so important. People should always get a response when contacting services – even auto response is better than feeling ignored.
Parent /Carer

① Communication

Communication runs through all the SEND priorities and key themes. We will listen, respond within agreed timescales and be honest with all of our audiences

② Collective responsibility

Everyone plays a part in supporting and enabling children with SEND and their families to achieve their aspirations

③ Being involved

The views and voice of children and their families are at the centre of everything we do, so that they feel listened to and involved in planning their future and in the co-design of local services

④ Working in partnership

We will work in partnership across the local area with children and their families and agencies including education, health and social care and the voluntary sector to deliver better outcomes for children with SEND

I need my teachers to understand I need help.
Child

Being Involved! It should happen but it doesn't always happen
Youth Board

I would prefer not to get help from agencies but because of my daughter's needs I have no choice, I need help to know how to better support my daughter

Parent /Carer

⑤ Feeling safe and valued

We want children to feel that they belong, are supported and are included within their community so that they can achieve a positive sense of wellbeing

⑥ Ensuring financial transparency and equity

SEND budgets will be spent according to need and based on evidence of what provides the best outcomes for children. Provision and services will be jointly commissioned to ensure clear pathways between services whilst achieving financial sustainability

I want to go to a school where people are nice to me

5 year old child

Background

National and local policy has shaped this Strategy alongside local data predicting the numbers of children that will live in the local area up to 2023.

The Government legislation that shapes this work is The Care Act (2014), the Children and Families Act (2014) and SEND Code of Practice (2015). The Care Act gives local authorities and Clinical Commissioning Groups (CCGs) a duty to carry out a needs assessment in order to determine whether an adult (around the age of 18) has needs for care and support. This duty to complete an assessment is carried out by the social workers in the 0-25 Service. This assessment will consider direct payments and supporting the transition to adult care services. The Transitions Team in the 0-25 Service support this transition process.

Duties of the Children and Families Act include:

- For the local authority and the NHS to jointly commission services that deliver integrated support for children with SEND aged 0-25, including arrangements that support personalisation and personal budgets;
- For the local authority to work with local partners, parents and children to co-produce, publish and maintain a Local Offer of SEND services and to assist young people in finding employment, obtaining accommodation and participating in society;
- For the local authority to provide coordinated education, health and care needs assessments for children aged 0-25 and issue EHC plans;
- For NHS CCGs to put in place mechanisms to ensure practitioners and clinicians support the integrated EHC needs assessment process.

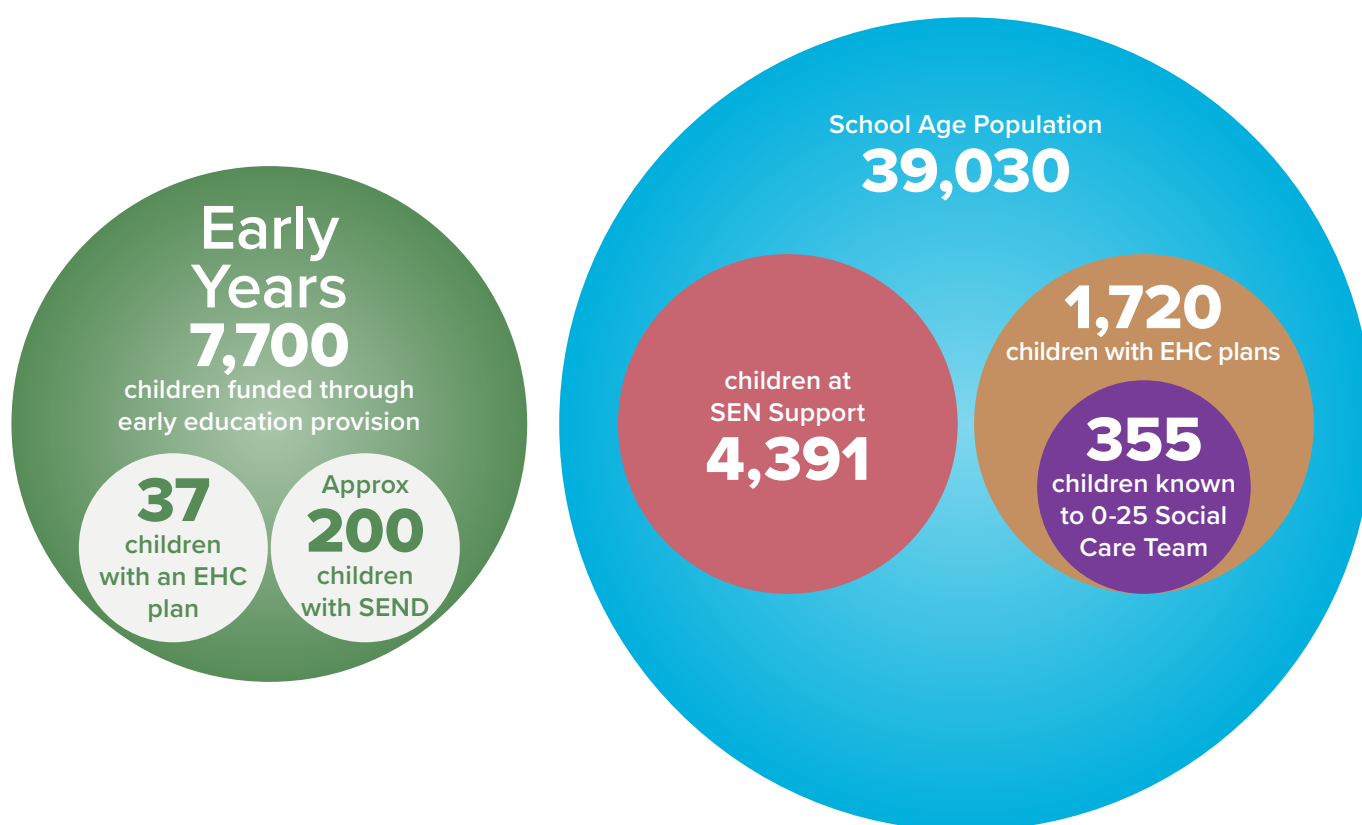
Ofsted and the Care Quality Commission (CQC) evaluate the support for children with SEND across the local area. The themes which were identified in the Ofsted and CQC Local Area Inspection for South Gloucestershire in November 2017 are incorporated in this Strategy.

PREVALENCE AND PROVISION OF SEND IN SOUTH GLOUCESTERSHIRE

South Gloucestershire Council is a unitary authority in the South West of England which borders Bristol and Gloucestershire. There are 94 primary maintained schools and academies. There are 15 secondary maintained schools and academies, one University Technical College (UTC) and one Studio School. Regarding specialist school provision, there are 5 special schools in South Gloucestershire which provide for a range of needs and the Council is currently working with the Department for Education for the provision of a further free special school providing for children with Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

South Gloucestershire is an area of significant housing growth and demographic trends indicate a year on year increase in the number of pre-school and school aged children during the period of this strategy to 2020. This will continue to place a demand on preschool, school and college places including places for children with SEND. There are currently 349 private, voluntary and independent early years providers of which, 141 are preschools or nurseries and 208 are childminders. In addition to this, there are currently two maintained nursery classes. Approximately 98% of three and four year olds attend an early years setting. Based on data from October 2017, 7,700 children are funded through early years provision. 200 children are identified as having SEND and 37 children have an EHC plan.

South Gloucestershire school age population including children with SEND as of Oct 2017

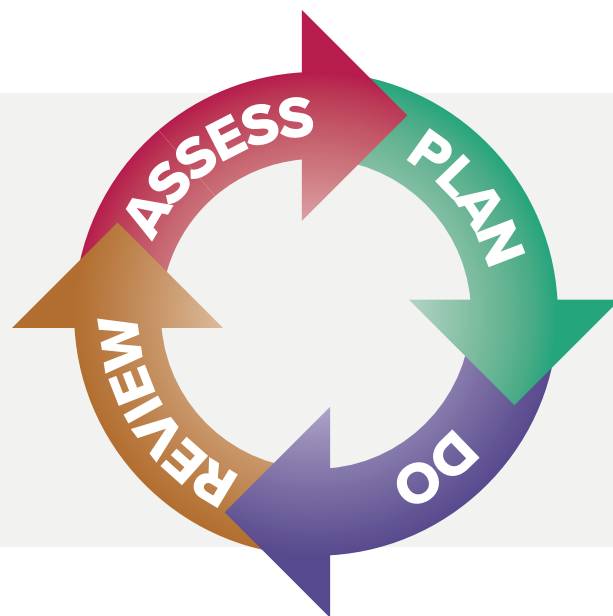


Based on data from October 2017, the current school population in South Gloucestershire is 39,030 of which primary is 23,326 and secondary is 15,704 including 16-18 year olds. 6111 children have SEND. 4391 of these children are at SEN support and 1720 of these children have an EHC plan. 355 children are known to the 0-25 Social care team.

For Year 12 and 13 there are approximately 5703 young people in total. 4638 (81%) attend FE college, sixth forms in schools and sixth form colleges. 777 (13.6%) are in employment and 1.2% are available for employment. Training has been taken up by 19 (0.3%) of the group. The remaining Year 12 and 13 are not in education, employment and training, or their destination is unknown since leaving school or they are ill or taking up carer roles.

South Gloucestershire has a greater proportion of school age children identified with SEND with an EHC plan than the England national average (3.2% of school aged children in South Gloucestershire compared to 2.8% across England); In contrast there is a lower proportion of children identified at SEND Support in South Gloucestershire than the national averages.

This Strategy will support local schools and settings to identify need at SEND Support and implement interventions through an “assess plan do review” cycle called the graduated approach.



Approximately 45% of children in South Gloucestershire with an EHC plan have their primary need identified as speech, language and communication needs or autism. It is anticipated that the numbers of children with social emotional and mental health needs will increase over the lifespan of this Strategy.

In South Gloucestershire, the ethnicity profile of children with an EHC plan broadly mirrors that of the overall school age population (see figure 1). The majority of the school population is White British. Data collected in November 2017 suggests a growing number of White Non-British children are receiving EHC plans.

Figure 1:**Source:** SEN2 Jan 2017 (DfE).

ETHNICITY	EHCPs	SEN SUPPORT	ALL PUPILS
WHITE BRITISH	86.6%	86.8%	83.90%
MIXED	4.9%	4.4%	4.90%
WHITE NON-BRITISH	*2.9%	4.1%	4.70%
ASIAN	2.1%	1.9%	3.30%
BLACK	1.9%	1.4%	1.60%
CHINESE	0.2%	0.3 %	0.30%
ANY OTHER	0.2%	0.3%	0.50%
UNCLASSIFIED	1.2%	1.0%	0.70%

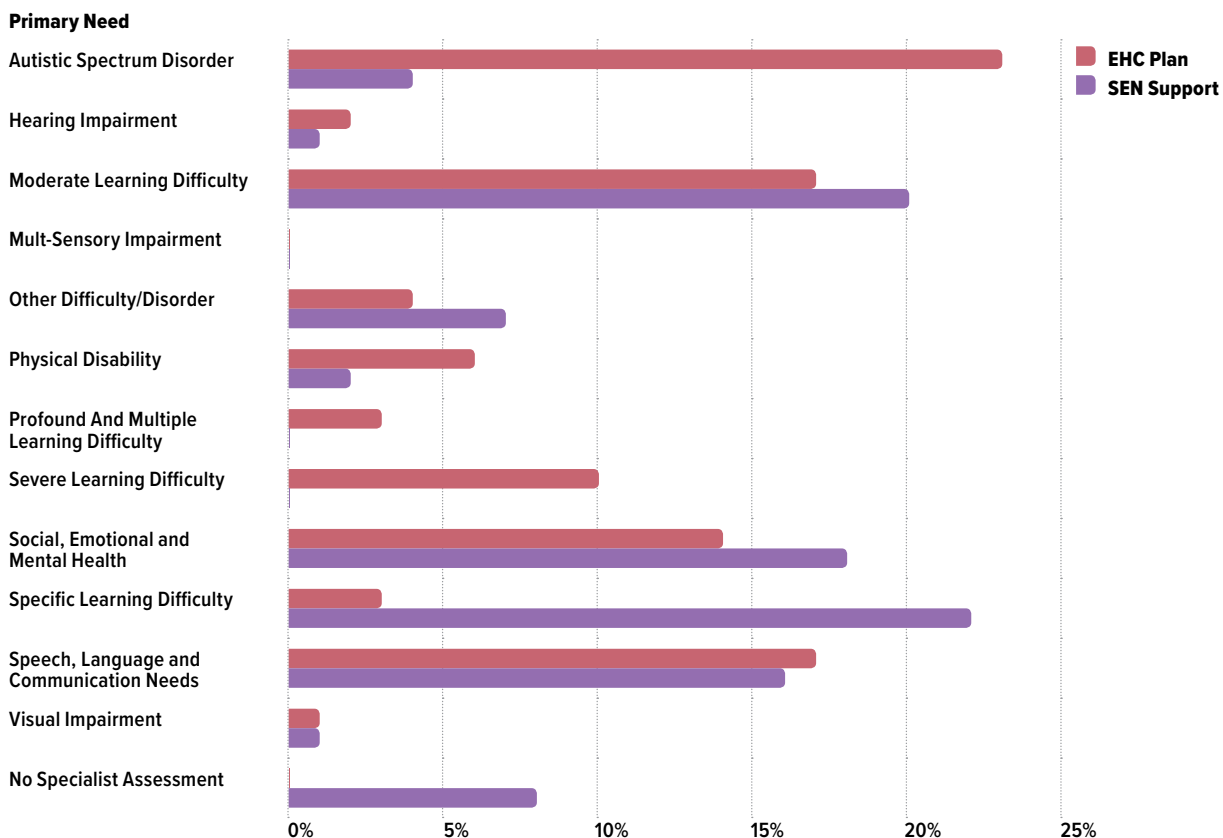
In May 2017, the following groups of children had EHC plans. Figure 2 identifies the child's primary special educational need. These are the categories of need that are used by Government for all data collection purposes. The percentage refers to the number of children with an EHC plan according to their primary need.

Figure 2:**Range of SEND categories. Source:** All children list local authority data (May17)

Primary Need	Description	% total primary need for pupils with EHC plans
ASD	Autistic spectrum disorder	26.6%
SLCN	Speech, language & communication needs	18.2%
MLD	Moderate learning difficulty	15.3%
SEMH	Social, emotional, mental health	14.8%
SLD	Severe learning difficulty	8.4%
PD	Physical disability	8.2%
HI	Hearing impairment	3.1%
PMLD	Profound and multiple learning difficulty	1.7%
VI	Visual impairment	1.5%
SPLD	Specific learning difficulty	1.3%
OTH	Other difficulty/disability	0.8%
MSI	Multi-sensory impairment	0.2%

Figure 3:**Graph to show primary need for all pupils with SEN from Spring Census 2017**

Provides additional information linking the primary SEND need (see Figure 2) with pupils with an EHC plan or SEN Support. **Source:** SEN2 DfE return January 2017



Mental health impacts on all aspects of life, including quality of life, emotional wellbeing, physical health and even length of life. Mental health of children also affects a child's development including their cognitive ability, their social skills as well as their emotional wellbeing. In 2012, the Health and Social Care Act placed mental health on a par with physical health with an emphasis on both recognising the interface between physical and mental health and on valuing physical and mental health equally.

Children mental health and wellbeing is a complex issue with many influencing factors including peer, parental, educational and societal influences. The social and biological influences on a child's health and brain development begin even before conception and continue through pregnancy and the early years of life. This emphasises the importance of early intervention throughout a child's life. Consideration of the wider socio-economic, cultural and environmental conditions which impact on mental health is also vital.

There are certain groups of children who, due to their individual circumstances and/or presentation, have an increased risk of developing emotional health and mental health problems and experiencing poor health outcomes. Their needs and risks may differ to the general population and many may have experienced significant trauma in their lives which are important considerations when identifying and addressing the needs of these groups. Services are taking this into account and aim to prevent long-term health inequalities.

An online pupil survey carried out in 2017 by Public Health indicated that there is a link between children with SEND and their mental health and wellbeing.

EXCLUSIONS

In 2016-2017 there were a higher number of fixed term exclusions for children with SEND in mainstream schools compared to the national averages. The majority of fixed term exclusions were within secondary schools in year 9 and 10. There were no permanent exclusions from the special schools in 2016/17.

Data in Figure 4 highlights that:

- 69% of children in primary schools and 41% of children in secondary schools who receive a fixed term exclusion have identified SEND;
- 7% of children receiving fixed term exclusions are in special schools;
- Just under 50% of children who are permanently excluded have identified SEND;
- South Gloucestershire has a permanent exclusion rate of 0.26% in secondary schools (0.17% all England average) and a rate of 0.4% in primary schools (0.2% all England average)
- South Gloucestershire has a fixed term exclusion rate of 9.29% in secondary (8.46% all England average) and 1.23% in primary (1.21 all England average).

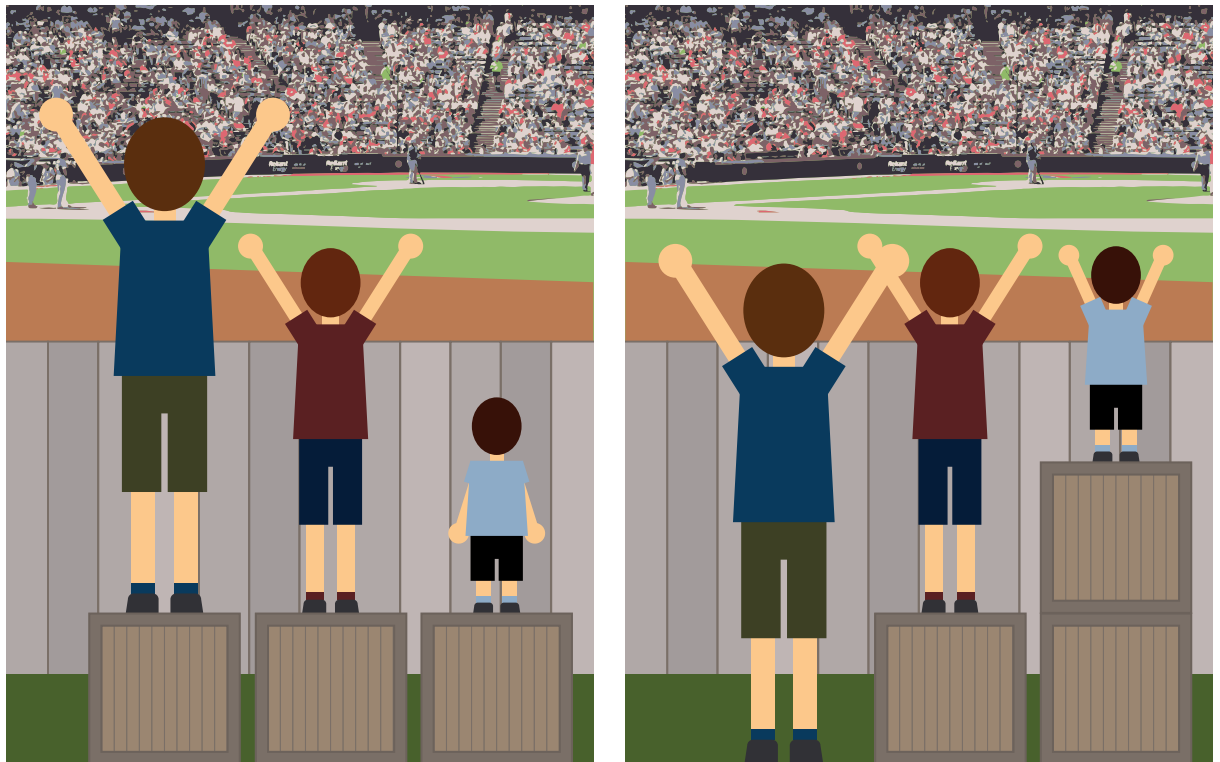
Figure 4:

Number of fixed term and permanent exclusions in South Gloucestershire – 2016/17

FIXED TERM	PRIMARY	SECONDARY	SPECIAL
ALL	355	2129	200
SEN SUPPORT	196	736	0
EHC PLAN	48	136	200
PERMANENT	PRIMARY	SECONDARY	SPECIAL
ALL	4	40	0
SEN SUPPORT	2	17	0
EHC PLAN	1	0	0

EQUALITY

Equality is about treating people according to their needs as opposed to treating everyone 'the same'. The SEND Strategy recognises that a 'one size fits all' approach will not enable children to reach their full potential. As such, the Strategy is built upon the foundation of recognising and engaging with individual uniqueness; indeed, the vision aims to enable children with SEND to achieve their potential in a safe, caring and supportive community.



EDUCATIONAL SETTINGS

South Gloucestershire has special schools, resource bases and units alongside mainstream early years settings, schools and colleges. The number of specialist places is reviewed each year to ensure that there is sufficient capacity and the picture is set out below:

Figure 5:

Provides information on the range of early years settings, schools and colleges

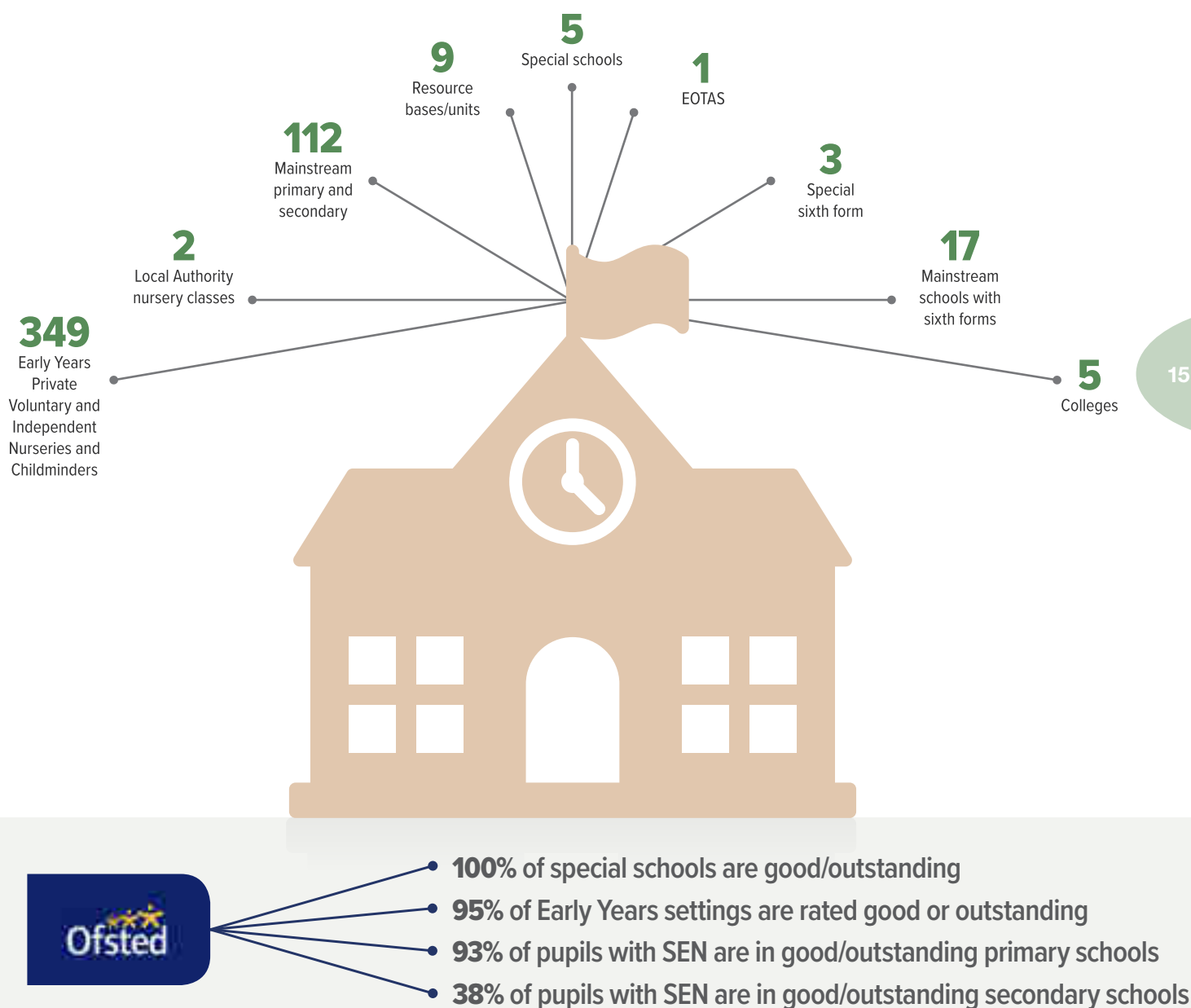
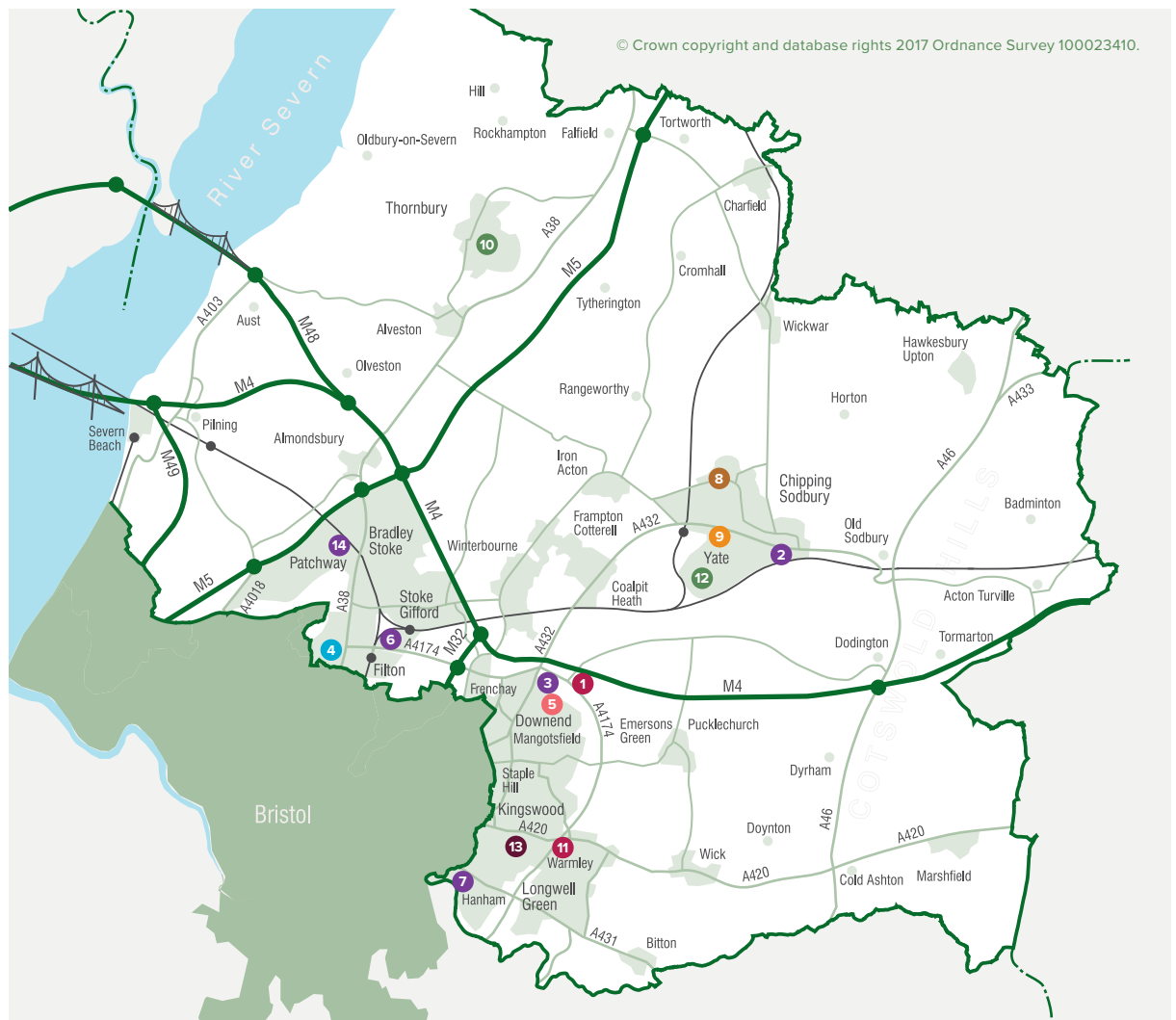


Figure 6:

Provides the location of the special schools, resource bases and units.

**KEY**

- Cognition & Learning
- Cognition & Learning / Autism
- Autistic Spectrum Condition
- Speech Language & Communication
- Physical Disability / Visual Impairment
- Physical Disability & Complex Health Needs
- Hearing Impairment
- Social Emotional & Mental Health

AREA

- | | |
|--|--|
| 1 Access Centre at Lyde Green Primary School | 7 Resource base at Hanham Woods Academy |
| 2 Access Centre at Chipping Sodbury Secondary School | 8 Resource base at Brimsham Green Secondary School |
| 3 Resource base at Blackhorse Primary School | 9 Resource base at Yate Academy |
| 4 Resource base at Charborough Road Primary School | 10 New Siblands School |
| 5 Resource base at Emersons Green Primary School | 11 Warmley Park School |
| 6 Resource base at Abbeywood Academy | 12 Culverhill School |
| | 13 New Horizons Learning Centre |
| | 14 SGS Pegasus School |

SHORT BREAKS/DIRECT PAYMENTS

As of November 2017, 141 families are in receipt of a direct payment or personal budget. 250 children are supported by the children's social care team in the 0-25 Service, some of whom also have access to the occupational therapy team. 115 young adults (18+) are supported by the adult social care team in the 0-25 Service. In 2016-2017, 634 children received short breaks.

Figure 7:
Council's Offer for Short Breaks as of 2017/2018

Provider	Number of Children Supported
Brandon Trust (Play schemes)	183
Brandon Trust (Buddy schemes)	18
Special Friends Club (Activities)	103
Kids Social Club	24
Kids Day & Evening (Social Care Referral)	100
NAS National (After School Club)	48
NAS South Glos Branch (Activities)	40
Sense Woodside Family Centre	73
SOS (Summer Outside Sessions)	18
Russell House (overnight break)	27

Forecasting

Numbers of children with SEND

The local authority has a statutory duty to ensure that there is sufficient provision for children and young people with SEND aged 0-25. A key function of a local authority is to forecast the likely numbers of children with SEND in order to plan and commission high quality provision of the right type, at the right time and in the right location. In considering the existing school age population, it is projected that the number of children with SEND requiring an EHC plan will increase by 22% on current figures by 2026. This is referred to as basic need growth and equates to an additional 350 children and young people aged 0-25 over a 10 year period.

Additionally, major new house building identified in the Council's Core Strategy sets out plans for an additional 18,600 new homes. This will lead to significant growth in the early years and school age population and will generate an additional 500 children with SEND who may require an EHC plan over the next 10-15 years. Based on current trend data, it is predicted that by 2026, 13 new primary schools and two to three new secondary schools will be required to meet this demand. Based on the current proportion of children with SEND attending mainstream schools, it is projected that of the total 850 additional children with SEND, 315 will require a place at a mainstream school.

South Gloucestershire has supported a new special school called SGS Pegasus which opened in 2017 for children with Autism, and a new special school is proposed in Alveston which will cater for children with severe, profound and multiple learning difficulties (provided by Enable Trust). This is planned for 2019. This Strategy will support the planning of new places in line with demographic trends.

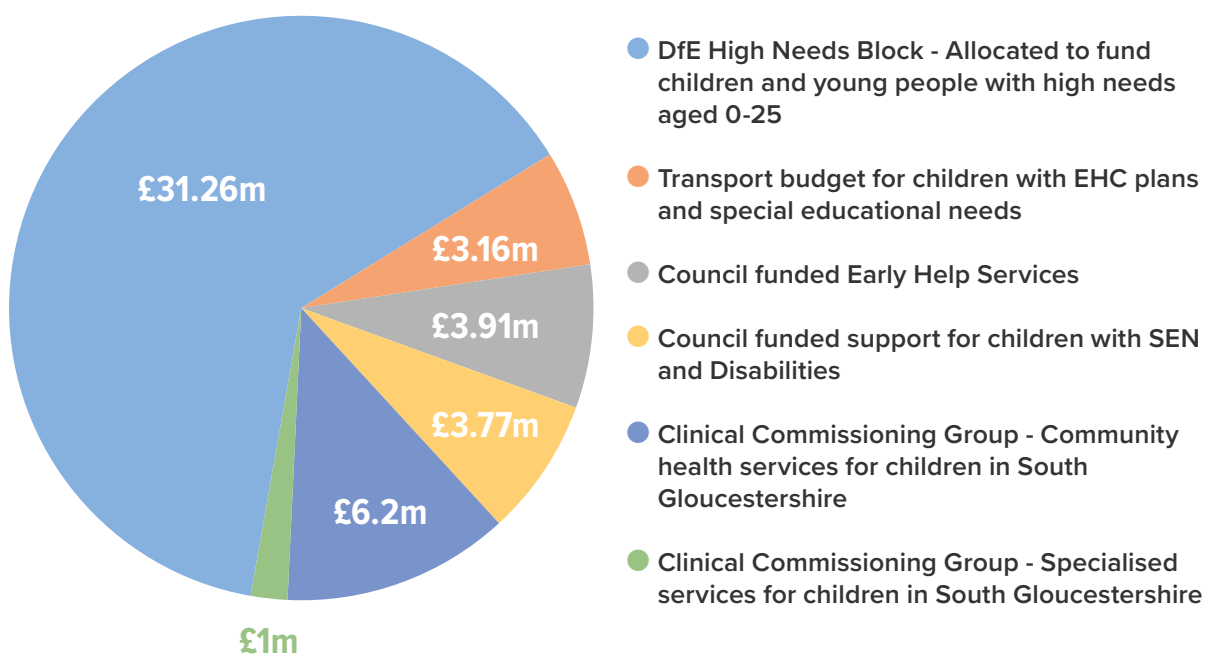
Funding

The high needs funding system supports provision for children with special educational needs and disabilities (SEND) from their early years to 25. Local authorities are required to use their high needs budget to provide the most appropriate support package for an individual with SEND in a range of settings, taking account of parental and the child's choice. High needs funding is also intended to support good quality alternative provision for children who cannot receive their education in schools.

Funding for children with SEND is also provided from the Council's social care budgets and the South Gloucestershire Clinical Commissioning Group. There is a sub-regional jointly commissioned Sensory Support Service led by Bristol City Council.

Funding from South Gloucestershire Clinical Commissioning Group is used to commission a wide range of health services for children with SEND. These include acute hospital services provided by Bristol Royal Hospital for Children, community services provided by the Children's Community Health Partnership (CCHP), hospice services provided by the voluntary sector and individual packages of care. All health services are commissioned to support the identification of SEND, and provide assessment and care planning that is both personalised and integrated with educational and social care needs.

SEND FUNDING SUPPORT 2017-18



Our Priorities

The SEND Strategy will be implemented through the following six priorities. For each priority we have identified Key Themes. There will be an action plan to deliver each Key Theme. This will be displayed on the Local Offer. All local authorities must publish a Local Offer, setting out in one place information about support and opportunities available for children and young people in their area (from 0-25 years) who have Special Educational Needs and/or disabilities (SEND).

How will you know we have been successful? We have included some examples for each priority.

1

Access to information, advice, support and signposting

Children, parents and practitioners have access to information on education health and social care in one accessible place and families have access to advice, support and signposting at the right time.

2

Timely identification, assessments and reviews leading to improved outcomes

Children's needs are identified within agreed timescales and interventions are put in place which are reviewed regularly through the Assess, Plan, Do, Review cycle. This cycle will place the child at the centre using the person-centred planning approach, with support for families.

3

Lead, co-ordinate and ensure accountability

Multi-agency pathways are established and co-ordinated, ensuring accountability across the local area to achieve positive outcomes for individual children and their families.

4

Plan services and provision to be available within the community

Services and provision are planned to enable children and their families to feel supported and included within the Community.

5

Plan ahead for smooth transitions

Support is given to educational settings from education, health and social care to plan transitions from pre-school into primary, primary to secondary, secondary and post 16 resulting in clear outcomes being agreed to ensure successful transition into their next stage.

6

Support, training and development

The ongoing delivery of support, training and skills development is planned for the people involved in supporting children with SEND and their families.



Information must be clear and consistent. Everyone should have the same information so all sides know what they need to know.

Parent



Priority 1

Access to information, advice, support and signposting

Children, parents and practitioners have access to information on education health and social care in one accessible place and families have access to advice, support and signposting at the right time

KEY THEMES

1a Improve communication between Education, Health and Social Care departments and between those departments and families

1b Co-produce the design and content of the Local Offer with children and parents with a focus on information being available at each transition stage of a child's journey, and implement a system where the Local Offer website is reviewed and updated

1c Provide information and support to make the Local Offer accessible to a wider community

1d Review the support on offer and identify the needs and gaps to inform future planning of services

1e Communicate clearly what families can access within their community in terms of leisure and transport on the Local Offer

1f Develop a bespoke section of the Active Leisure Centres website which is run by Circadian Trust for families of children with SEND

SOME EXAMPLES OF HOW YOU WILL KNOW IF WE ARE SUCCESSFUL:

Children, parents and practitioners feel more informed and report that they have been provided with accurate information at the right time

The Local Offer is up to date, accessible and easy to navigate for everyone

Children and their families will know where to go to receive support

Parent groups and young people are actively engaged in developing the Local Offer



We need a quality Local Offer that describes all services, how to access and eligibility and options available.

Headteacher



Open and honest communication and miscommunication about appointments, sometimes with no notice.

Youth Board



Website traffic data demonstrates higher usage of the website

Parents receive verbal and written responses to their communication within agreed timescales regarding statutory processes from:

- the local authority education department
- the local authority social care department
- health services

I have told my story so many times now please don't keep asking me to repeat!

Young person

Priority 2

Timely identification, assessment and reviews leading to improved outcomes

Children's needs are identified within agreed timescales and interventions are put in place which are reviewed regularly through the Assess, Plan, Do, Review cycle. This cycle will place the child at the centre using the person-centred planning approach, with support for families

The Team we have that supports my child is so important. It's great having health professionals and school working together along with myself to help my son.

Parent /Carer

KEY THEMES

2a Identify, plan, implement and review the support offered for children at SEN Support and measure outcomes

2b Develop an efficient and effective process for the EHC needs assessment (EHCna) and EHC plan resulting in high quality plans with clear outcomes that are reviewed through annual reviews

2c To strengthen and improve the review process through SEN Support, EHC plans and Social Care to ensure children and families are at the centre of their planning and work with them to develop co-ordinated approaches to securing better outcomes

2d When an EHC needs assessment is started, all professionals and practitioners involved with the child will provide their advice within the 6 week timeframe of the request for advice being made

2e Implement the recommendations from the Early Help Review in order to provide a smooth transition between Early Help, SEN Support and EHC needs assessment

2f Continue to offer 'surgeries' provided by 0-25 education Team to support SENCOs with the EHC needs assessment

How to help schools identify so that they can plan, do, review and communicate this with families.

Headteacher

The process for applying for an EHC needs assessment is exhausting. The level of work involved that the parent has to do to ensure the level of evidence of need is there, I found a living nightmare. It should not be as stressful as it currently is.

Parent/Carer

2g Create a task group to promote inclusion and reduce exclusions

2h Schools to develop a whole school approach to supporting children with mental health and emotional wellbeing needs. This will include schools having a designated member of staff who links with the primary mental health specialist for schools and a Youth Mental Health First Aider who is able to recognise the signs and symptoms of mental health and provide initial support

2i Secure the timely involvement of health practitioners, community paediatricians, speech and language therapists, physiotherapists and occupational therapists to support assessment and identification of SEND and to ensure access to interventions within 18 weeks

2j All requests for an autism diagnosis are met within a 26 week timescale, with the aspiration of achieving compliance with NICE Guidance

2k All eligible requests for support from Child and Mental Health Services (CAMHS) are met within nationally required standards within (24 weeks)

2l Develop a clear South Gloucestershire continence pathway. The School Health Nursing Service will support pupils with continence issues to comply with the latest service specification agreement

SOME EXAMPLES OF HOW YOU WILL KNOW IF WE ARE SUCCESSFUL:

There will be a year on year reduction on fixed term exclusions for children with SEND.

The number of children identified and supported at SEN Support is increased in line with the average level across England.

Referrals to health practitioners are met within the expected timescale.

Parents report that the identification and assessment process has been clearly communicated and that the family have been central to the whole process.

Children and their families will be part of the assess plan do and review cycle and will have a clear understanding of short / medium / long term outcomes.

Parents' and carers' satisfaction is increased with a reduction in the number of complaints and tribunals.

EHC plans are issued within the 20 week timescale.

Waiting times to see health professionals are far too long so what support can we receive whilst waiting?

Parent Carers

Remember the whole needs of a child and family beyond education, it needs to be truly holistic.

Parent Carer



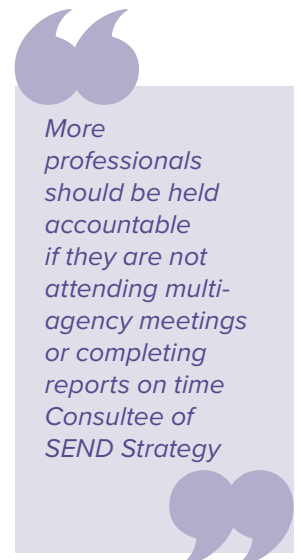
Priority 3

Lead, co-ordinate and ensure accountability

Multi-agency pathways are established and co-ordinated, ensuring accountability across the local area to achieve positive outcomes for individual children and their families

KEY THEMES

- 3a** Establish and implement a SEND Partnership Board with representation from all partners which can challenge and oversee the running of the Strategy and will link to the Children and Young People and Families Partnership Board
- 3b** Clarify, define and communicate the roles, responsibilities and accountability for leadership of SEND
- 3c** The needs identified in the SEND Strategy will be included in the Joint Strategic Needs Assessment
- 3d** Create a common shared data set and key performance indicators for all SEN work to measure effectiveness. Monitor delivery at the SEND Partnership Board
- 3e** Establish a Joint Commissioning Plan that delivers greater alignment of provision for SEND across the local authority and CCG
- 3f** Develop a shared inclusion outcomes framework to ensure the successful delivery of SEND provision and support across the local area
- 3h** Adopt a co-ordinated approach to ensure pathways, thresholds and services for children with SEND are accessible, communicated through the Local Offer and reviewed on a regular basis
- 3i** Implement the Dedicated Schools Grant (DSG) deficit recovery plan to ensure the budget is sustainable for the most vulnerable children including those with SEND



Who is accountable for when things are not working re SEND?

Headteacher

SOME EXAMPLES OF HOW YOU WILL KNOW IF WE ARE SUCCESSFUL:

The SEND Partnership Board monitors the progress of the SEND Strategy and action plan and holds senior leaders to account.

Roles and responsibilities will be clearly communicated.

Senior leaders will review the data on a monthly basis and will help demonstrate progress to inform service design and delivery.

User feedback demonstrates an increased level of satisfaction with SEND processes.

The quality of EHC plans is improved and the number of complaints and tribunals decrease.

The number of children placed in specialist placements is achieved within set timescales.

An annual survey from education, health and social care staff indicates that they are clear on their roles and responsibilities in relation to children with SEND.

Educational settings will demonstrate improved outcomes for children with SEND.

Priority 4

Plan services and provision to be available within the community

Services and provision are planned to enable children and their families to feel supported and included within the Community

KEY THEMES

Co-production and being involved

4a Provide opportunities for children and parents to participate and be involved in decision making regarding new and existing services as referenced in the Code of Practice 2015

4b Increase opportunities for a wider representation and participation from children and young people with SEND

4c Report on the impact of engagement with children and parents in co-designing of services

Access to services needs to be made easier- some people aren't able to engage and reach crisis point.

Parent

How do we ensure that young people and carers receive the same experience of a SEND strategy and equality of access to services to meet the needs of their child regardless of what school their child goes to?

Stakeholder

Community

4d Establish and promote what is currently on offer in the community to children and their families with SEND including open spaces, parks, communities, leisure, libraries, and the development of a bespoke section of the Circadian Leisure website

4e Implement the recommendations from the Short Breaks Review ensuring these are in line with the family's needs. Review and co-produce the Short Break Statement on an annual basis

Education

4f Explore models of funding through school structures so that schools can commission services across a group of schools to provide interventions at SEN Support.

4g Provide an effective agreement resolution and mediation service to parents as referenced in the Code of Practice 2015

4h Review the SEND Information Advice Support Service offer to determine arrangements for support to parents and to support post 16 students as referenced in the Code of Practice 2015

4i Continue the link speech and language therapist role within maintained mainstream primary and specialist provision

4j Review current provision, identify gaps and plan for children 0-25 with SEND

4k Deliver the new Post 16 provision "The Chase" in Stroud and the new Free Special School for children with severe, profound and multiple learning difficulties in Alveston

4l Implement a 'whole school approach' as part of what is already available to support mental health improvement, with a focus on special schools and schools with resource bases. The scheme includes actions on teaching about mental health and emotional wellbeing, staff wellbeing and training, parents and the school environment and ethos

4m Broaden the offer of support available to Early Years settings through the provision of training and the use of the Inclusion Fund

Joint Commissioning

4n Explore models to provide access to professionals to support children with Autism and Speech Language and Communication Needs

4o Review, consider and co-produce parent programmes to support children with SEND

4p Identify pathways for children and families who have social emotional and mental health needs

Why not make libraries children's centres with a sensory toy library, you could have SEND sessions in libraries

Consultee

I wish my child could attend local groups like cubs or scouts or after school clubs but he can only attend if I am there.

Parent Carer

4q Work with our neighbouring local authorities, parents and practitioners to recommission the Sensory Support Service contract

4r Plan to recommission the specialist equipment service so that it meets the needs of children in their education setting, within hospital and the wider community

Other

4s Deliver the five mandated reviews before the child's second birthday

When I feel I'm getting angry at school I just need space but I have no space and get really angry.

Child

SOME EXAMPLES OF HOW YOU WILL KNOW IF WE ARE SUCCESSFUL:

Specialist Education Provision developed based on needs and identified gaps

Children access a broader range of Short Breaks and activities within their community

Families report that equipment is available and recycled within agreed timescales

Parents report that their child's needs are met because they can access services

Parents can access a range of SEND Parent Programmes that help them support their children's needs

The five mandated reviews have been delivered before the child's second birthday

The Chase and Free School open with positive feedback from stakeholders

Children and parents are involved in co-production for decision making of services

Joint commissioning arrangements will be made around education, health and care provision to secure positive outcomes for young people with SEND

I love my Teacher and school.

Child from a resource base

My son often uses his communication book to ask for an activity [at his holiday club]. I think he would like to attend more often but the dates on offer are very limited. If those two dates clash with something else we've got on then he doesn't get to go.

Parent/Carer of a nonverbal child



It is so important to have my son involved in planning for his future but he struggles in meetings. How do we get him involved and his views heard?

Parent



Priority 5

Plan ahead for smooth transitions

Support is given to educational settings from education, health and social care to plan transitions from pre-school into primary, primary to secondary, secondary and post 16 resulting in clear outcomes being agreed to ensure successful transition into their next stage

KEY THEMES

5a Develop a smooth transfer arrangement for children with SEND moving from early years settings to primary education

5b Develop a smooth transfer arrangement for children with SEND moving from primary to secondary education

5c Develop a smooth transfer arrangement for Young People into post-16 education and training

5d Develop and plan the smooth transfer arrangements for those with an EHC plan into Post 19 provision covering Education, Employment and Training

5e Establish or implement a transition review process to ensure children and families are involved in transition planning across Early Years, Schools and Preparing for Adulthood using a person-centred approach

5f Establish effective services and provision to support young people preparing for adulthood to remain within their community and ensure smooth transition into adult services where appropriate, covering supported employment, apprenticeships, traineeships, internships and independent travel

5g Agree and develop an improved preparation for adulthood transition assessment process that complies with the Care Act 2014 for those who are expected to require adult social care and health services

5h Create and communicate a clear pathway to support a smooth preparing for adulthood transition to post 16 and Post 19 provision moving between Further Education, Training and Employment

5i Establish and maintain an Employment Network group, providing a local forum for key providers and strategic partners to support the delivery of pathways into employment



Accurate information at all transition stages so we all know what to expect would be so helpful.

Parent Carer



Transition planning at any stage is so important—there's always a new phase to cope with. Good transition at key stages can make a massive difference for our children!

Headteacher

5j Create and communicate a clear pathway to support a smooth preparing for adulthood transition to post 16 and post 19 provision moving between Health Services so that young people stay safe, healthy and connected to the relevant health service

5k Establish and promote the use of a Hospital / Communication Passport and Health Checklist to support timely referrals between Children's and Adult Health Services

5l Create and communicate a clear pathway to support a smooth preparing for adulthood transition with accessing and maintaining housing

5m Create and communicate a clear pathway to support a preparing for adulthood transition for young people so that they can be part of their community and build relationships

SOME EXAMPLES OF HOW YOU WILL KNOW IF WE ARE SUCCESSFUL:

All children with SEND have a smooth transfer from their early years setting to primary school

All primary schools report that they feel confident in meeting the needs of children in reception classes

Secondary schools have arrangements in place to ensure all children make a successful transfer into Year 7

The number of young people with SEND engaged in education, employment and training increases year on year

Children's EHC plans are reviewed at the annual review using person centred planning and young people report that they are engaged in their review process

EHC plans for children aged 14 and above reflect aspirations for future education training and employment

Checklists and resources designed to help transition reviews are used by settings and families to achieve good quality reviews

There is an increased uptake of college courses and apprenticeships for young people aged 16-19 with SEND year on year

The number of children with SEND engaged in education employment and training increases from the 2016/17 level

We need to plan earlier and not leave key decisions to the last minute.

Parent Carer



We get offered generic parenting courses but we need something more specific to our child's needs.

Parent Carer



Priority 6

Support, training and development

The ongoing delivery of support, training and skills development is planned for the people involved in supporting children with SEND and their families

KEY THEMES

6a Complete an audit of skills within the workforce. Recruit, develop and maintain a skilled and supported workforce across the local area to meet the needs of children and their families covering education, health and social care

6b Provide a multi-agency training programme on SEND to all practitioners to develop a greater understanding of each other's roles

6c Review and promote the effective use of non-teaching staff within educational settings to support children with SEND to achieve their outcomes.

6d Support the professional development of SENCOs in all schools and settings

6e Provide SEND training for community health professionals including the delivery of functional, outcomes-focussed assessment and care planning

6f Support the professional development of SENCOs in all schools and settings

6g Practitioners will understand and recognise the impact of Adverse Childhood Experiences (ACEs) on development, behaviour, emotional wellbeing and mental health, and provide appropriate support which is linked to the Mental Health Strategy

6h Review the support and training available for parents and plan what needs to be in place to empower and enable families to support their children with SEND

6i Create opportunities for children to receive training on how to engage in their reviews and transitions



Train professionals to be person centred – use parents as experts to train and educate.

Parent Carer



SOME EXAMPLES OF HOW YOU WILL KNOW IF WE ARE SUCCESSFUL:


The workforce report that they have accessed training and are clear in their role.

Schools report that they can access a range of professionals and training in order to meet the needs of children at SEN Support and with EHC plans

Social care and health professionals can access awareness training on the EHC process so that EHC needs assessment advice from social care and health is high quality and outcome driven

Parents report they have accessed support and training which has enabled them to support their families

Children report that they are empowered through the person centred planning tools to engage and give their views with the annual review process



*Empower staff
to feel confident
when supporting
children and their
families.*

Headteacher

Making It Happen

Governance and accountability

Senior leaders in the Bristol, North Somerset and South Gloucestershire Clinical Commissioning Group and South Gloucestershire Council's administration are committed to the vision for children with SEND and to providing joint leadership to deliver this Strategy. They will be jointly responsible for the support of all children with SEND in South Gloucestershire and will invite greater involvement from parents and children.

The Council and the CCG, in conjunction with parents and providers have established the SEND Partnership Board, which will ensure the Strategy is implemented. Priorities, progress against the key themes and impact will be reported to the SEND Partnership Board on a quarterly basis. The Partnership Board will be accountable to each organisation through the Children, Young People and Families Partnership Board with additional annual oversight provided by the CCG's Executive Board and the Council's Cabinet.

MEMBERSHIP OF THE BOARD

Membership of the Board will be representative of SEND stakeholders including: Parent Carer Forum, Headteachers, leaders and service managers in education and social care, public health and commissioning, healthcare and voluntary sector service leads. The SEND Partnership Board will report to the Children, Young People and Families Partnership Board as the 'parent body' which in turn reports to the Health and Wellbeing Board. A clear link with the Children, Young People Whole System Group will be maintained. Links with other relevant Boards and groups need to be established together with participation of children.

The SEND Partnership Board:

- Maintains clear communication with Cabinet members who have an overview of SEND.
- Reports on progress of implementation and future priorities to stakeholders, the Directorate Leadership Team and CCG.
- Review data to evaluate outcomes and provision for children with SEND
- Ensures that SEND priorities are identified and represented in South Gloucestershire's SEND Strategy
- Confirms that the SEND Strategy action plan addresses the priorities of the SEND strategy
- Monitors progress on actions within the SEND strategy action plan
- Challenges and supports the achievement of actions within the SEND strategy action plan

Working together to make this all happen is vital to the success of this strategy in enabling children with SEND to achieve their potential in a safe, caring and supportive community.

Council Officer

how are you going to make this happen?

SEND is not just for Christmas!

Young Adult

Glossary

Terms frequently used within SEND

Abbreviation

AAC	Augmentative and Alternative Communication
ACE	Adverse Childhood Experiences
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ART	Access and Response Team (front door to CYP Council Services)
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
AWPU	Age Weighted Pupil Unit
BSL	British Sign Language
BSS	Behaviour Support Service
C&I	Communication and Interaction
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
CC	Children Centres
CCG	Clinical Commissioning Group
CCHP	Community Children's Health Partnership
CHC	Continuing Health Care
CMHT	Community Mental Health Team (adults)
CP	Cerebral Palsy or Child Protection
CP	Community Paediatrician
CYP	Child and Young Person or Children and Young People
DAMP	Deficits in Attention, Motor Control and Perception
DBS	Disclosure and Barring Service
DfE	Department for Education
DH	Department for Health
DLA	Disability Living Allowance
DSG	delegated schools grant
EAL	English as an Additional Language
EDAC	Early Development Assessment Centre
EFSA	Education Funding Skills Agency
EH	Early Help


EHC plan	Education Health and Care plan
EHCna	Education, Health and Care needs assessment
EOTAS	Education other than at School
EPS	Educational Psychology Service
ES	Early Support
EWO	Education Welfare Officer
EY	Early Years
FIS	Family Information Service
FYPSS	Family Young People Support Service
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
HV	Health Visitor
ICT	Information and Communications Technology
IEP	Individual Education Plan
INSET	In Service Education and Training
IS	Independent Support
JC	Joint Commissioning
JSNA	Joint Strategic Needs Assessment
LAC	Looked After Children (now Children in Care)
LO	Local Offer
MASH	Multi Agency Safeguarding Hub
MLD	Moderate Learning Difficulties
MSI	Multiple Sensory Impairment
NEET	Not in Education Employment training
OfSTED	Office for Standards in Education
OT	Occupational Therapy
PATHWAY	Types of services for individuals from birth to adulthood
PB	Personal Budgets
PCP	Person Centred Planning
PD	Physical Disability

PEP	Promoting Effective Parenting or Personal Education Plan
PfA	Preparing for Adulthood
PIP	Personal Independence Payment
PLC	Pathway Learning Centre which is the EOATS service and PRU
PMLD	Profound and Multiple Learning Difficulty
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
RB	Resource Base
S&L	Speech and Language
S&PN	Sensory and/or Physical Needs
SAFeh	Self Assessment Framework early help
SALT	Speech and Language Therapist
SC	Social Care
SEMHD	Social, Emotional and Mental Health Difficulties
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disability Information Advice and Support Service
SG	Safeguarding
SGC	South Gloucestershire Council
SGPC	South Glos Parent Carers
SGSC	South Gloucestershire and Stroud College
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SMT	Senior Management Team
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
TAC	Team Around the Child
TAF	Team around the family
VI	Visual Impairment
YOT	Youth Offending Team



Our Vision

Enabling children with SEND to achieve their potential and aspirations in a caring and supportive community.





**Bristol, North Somerset
and South Gloucestershire**
Clinical Commissioning Group

