



Suffolk
County Council

Children and Young People with Special Educational Needs and Disabilities 2015-18



Strategy for Children and Young People with Special
Educational Needs and Disabilities 2015-18

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1 Introduction

1.1 Suffolk County Council is committed to providing the best quality of education and support for all local children and young people. Raising attainment is the single greatest priority for the council and this is underpinned by the ambition provided through the Raising the Bar programme, which is committed to ensuring that all local children reach their potential and are effectively prepared for their life beyond school, training and further education. The landscape for services for children and young people is one of rising demand, the need for improving standards and one facing a challenging financial climate that, by necessity, rapidly changes. The Special Educational Needs and Disabilities Strategy is part of our commitment to further enhance the lives of Children & Young People (C&YP) with Special Educational needs/Disabilities (SEND) in Suffolk. Within this context, children with SEND are one of the key priorities identified in the C&YPs’ plan for 2014/15.

1.2 This document supports the Suffolk County Council Children and Young People’s Strategic Plan 2014/15 and the Raising the Bar School improvement strategy. These ambitions outline the Council’s strategic aims and key priority intentions for children and young people (aged 0-25) with Special Educational Needs and Disabilities. The strategy additionally links to the Suffolk



County Council Corporate Plan, the School Improvement Strategy Plan, the Adult Social Care Strategy, local future plans to promote social inclusion and prevent social exclusion for children and young people, the Policy for Supporting Adults with a Learning Disability and the Health and Wellbeing Strategy. There is a statutory requirement for all Local Authorities to have a current Special Educational Needs and Disability (SEND) Strategy. It is advised that SEND Strategies should ideally be for a period of three years in order for Local Authorities and partners to be able to respond to changes in Government focus, legislation or local trends.



1.3 The strategy identifies what we consider to be current priorities for development in Suffolk. It also sets out the ways in which we plan to meet the new legislative requirements of the Children and Families Act, which were effective from September 2014 and will significantly change the way in which services are delivered to children and young people with SEN and disabilities and their families.

1.4 The development of this strategy has been informed by both the local and national policy agenda, together with the legal requirements and responsibilities for SEND provision. This strategy has been produced in consideration of the significant government reforms to education, health and

social care required for working with and for children and young people with SEND (0-25) and their families and/or carers. The following national level policy agendas underpin the 2014 Children and Families Act SEND reforms:

- The Lamb Inquiry (2009)
- SEN Green Paper – Support and Aspiration: a new approach to SEND (2011)
- Children and Families Bill/Act (2013/2014)
- Regulation and Code of Practice (2013/2014)

1.5 Local Authorities are expected from September 2014 to implement the SEND legislative reforms from the Children and Families Act. The Suffolk 2015-18 SEN and Disabilities Strategy will deliver the County Council and our key partners plan for ongoing work with vulnerable children and is the prime focus of strategic developments with regards C&YP with SEN &/or Disabilities. However, it must be noted that other Suffolk County Council strategic developments & protocols also recognise and provide for the needs of C&YP with SEND, in particular:

- The 14-19 Strategy
- The Parenting Strategy
- The Early Years Strategy
- Child Poverty
- Working Together
- Strategy for LAC
- Early Intervention Strategy
- Single Assessment

2

Our Vision for Children's SEND Services in Suffolk

2.1 The Council's Raising the bar programme sets out clear ambitions that all local children and young people should be supported and challenged, in order to achieve their full potential on the journey to adulthood. Through targeted programmes of activity, our intention is to enable and empower all local children and young people, to be well positioned to be able to optimise their life chances and choices. This agenda complements our vision for all SEND learners in Suffolk, that they should have access to a well-planned continuum of inclusive provision throughout the journey from childhood to adulthood, to ensure that no child is left behind. This will require access for all of our learners to high quality universal and when required targeted services at the point of need. Our intention is that these ambitions will be underpinned by integrated front line delivery, integrated process and strategy across education, health and social care, which work closely with parents and carers and where individual needs are met without unnecessary bureaucracy or delay.

2.2 We believe that every Suffolk child and young person really does matter and that all should have their needs met, as far as possible, in their local community, in local early years settings, local schools, in Further Education colleges and work places and that they should be offered high quality provision which ensures good health and care and good educational progress, attainment and achievement. We expect every early years' provider, mainstream maintained, academy, specialist education provision, free school and post 16 settings to make effective provision for disabled children and those with SEN, so that they make good progress in their learning and can move on easily to the next stage of their education and later into employment and independent adult life. We also expect local education, care and health services to be delivered in an integrated way so that the experience of families

accessing services is positive and children's and young people's safety, well being and health outcomes are well promoted alongside their educational progress and achievement. Our vision is to have effective services in place for young people with additional needs up to age 25.

2.3 Our primary objective is that all Suffolk children and young people will be supported to achieve as healthy, safe, well-educated and positive citizens ready for the 21st century world of work. Children and young people shall be listened to and genuinely treated with respect and expected to respect others. They will be more directly involved in decision making about the things which affect their lives and in helping to promote a positive image for themselves and their peers. Suffolk will remain a County of opportunity for all, where creativity, enterprise and innovation are encouraged for the benefit of future generations. For those working with the most vulnerable and disadvantaged, Suffolk will further develop and embed an inclusive localised service culture, which gives effective and timely support when needed in this way whilst we endeavour to constantly improve outcomes for our young people via our directly delivered and/ or commissioned services. We are determined to narrow the gap between the most vulnerable and disadvantaged and the majority via early intervention and access to specialist educational provision and specialist support services.

2.4 Suffolk will develop an integrated team around the child, family, school and community approach underpinned by Person Centred Principles. The 'Think Family' principles will become the basis of staff development and training across children, family and adult services, and the focus of moving into adulthood for disabled young people/adults aged 13 to 25 in particular.

3.1 SEND Policy Framework

3.1.1 The Children and Families Act 2014 takes forward the Government's commitment to improve services, life chances and choices for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act extends the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme previously set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps and makes provision for:

- Children and young people to be at the heart of the system;
- Close cooperation between all the services that support children and their families through the joint planning and commissioning of services;
- Early Identification of children and young people with SEN and/ or disabilities (SEND);
- A clear and easy to understand 'local offer' of education, health and social care services to support children and young people with SEND and their families;
- For children with more complex needs, a co-ordinated assessment of needs and a new 0 to 25 Education, Health and Care plan (EHC plan) for the first time giving new rights and protections to 16-25 year olds in further education and training comparable to those in school;
- A clear focus on outcomes for children and young people with EHC Plans, anticipating the education, health and care support they will need and planning for a clear pathway through education into adulthood, including finding paid employment, living independently and participating in their community;

- Increased choice, opportunity and control for parents and young people including a greater range of specialist educational provision, mainstream schools and colleges for which they can express a preference and the offer of a personal budget for those with an EHC plan.

3.1.2 The Code of Practice provides statutory guidance for organisations who work with and support children and young people with SEND and their parents, such as:

- Local authorities (education, social care and relevant housing and employment services)
- Early years providers
- Schools
- Special Schools
- Further education colleges
- Sixth form colleges
- Academies
- Independent special schools and independent specialist providers
- Pupil referral units and Alternative Education Provision Providers
- The National Health Service (NHS) Commissioning Board
- Clinical commissioning groups
- NHS trusts
- NHS foundation trusts
- Local Health and Well-Being Boards
- SEN Tribunal

3.2 Governance

Strategic governance will be overseen by a newly established 0-25 Special Educational Needs and Disability (SEND) Strategy Group, which will be chaired by the Assistant Director Education and Learning. The group will be a multi-agency forum, which will include

representation from the Suffolk Learning Partnership. The key purpose of the group is to enable local area partnerships to examine their arrangements for children and young people with SEND, including transition to further and higher education, training, employment and self-employment or other activities to identify gaps and to generate improvement. This group will report to the cabinet member for children and skills, the Directorate Management Team, the Health and Well-Being Board and the Children's Trust supporting implementation of the Children and Young People's Plan and the Emotional and Wellbeing Strategy.

3.3 The financial landscape

In the current economic climate public services are under increased financial pressure to achieve ever improving outcomes for local children and young people, against a back drop of ever diminishing resources. The recession and the Government's strategy to manage the debt have serious implications for public sector funding. In Suffolk, we will be required to reduce budgets for a number of public sector services over the coming years. These financial constraints will require us to reduce bureaucracy and increase effectiveness to ensure that provision targets children and young people to best effect.

From 1st April 2013 the government changed the way in which all schools, including academies were to fund for SEN provision. As a result of the Government funding reform, mainstream schools now receive funding for pupils with special and additional educational needs from two sources. The majority of funding is now delegated to schools from the Schools Block with 'top up' funding for individual pupils with high level, low incidence SEN provided via the High Needs block.

During the life cycle of this strategy we will be required to achieve much greater value for money from the expenditure on statutory services and some cases face budget reductions. Despite recent increases in, and in some cases the re-designation of special school places, we face a shortfall of specialist provision in mainstream and special schools in Suffolk. Future needs profiling of local population trends and the volume of learners being placed in non- local authority provision, tells us that we need access to an increased number of local SEND specialist school places for our learners with SEND.

This demand has placed great pressure on specialist education providers and services with regards to the budget for schools which funds SEND provision. In recent years we have been required to place increasing numbers of children and young people with SEND to non-Suffolk school settings, mainly using independent schools at considerable distances from their home address. The effect of the need to place children and young people in independent schools increased expenditure on the schools budget in 2012/13. The out of LA demand continued in 2013/14 resulting in considerable pressure being placed on local budgets.

To effectively implement the requirements of the 2014 SEND Reforms, we will seek to maximise the skills of those working with children and young people and integrate efforts across services through joint working and commissioning practices. We aim to ensure that, whatever the challenges we face, we will target funding and services to enable children and young people with SEND to achieve and succeed.

4

Our strategic priorities



4.1 An essential contribution to this strategy came from our consultation with children and young people, their parents and carers, schools, our Council services and other partners like health services and voluntary groups. We carried out stakeholder engagement and consultation activities in the 2014/15 autumn and spring term periods. We used the views and feedback from stakeholders to inform the work of this strategy, by providing a range of actions we should carry out with our partners over the next three years to achieve these priorities. Achieving these priorities will require all stakeholders to commit to new ways of working.

The priorities are provided below with an implementation action plan available in appendix 4:

- (1) Improve integrated agency working and coordination of services for children with special educational needs and disabilities
- (2) Develop the Local Offer and support local schools, education and training providers to develop their SEND provision and strengthen capacity, to be able to meet the needs of all children and young people
- (3) Successful implementation of Education, Health and Care plans
- (4) Joint commissioning arrangements with Health and Clinical Commissioning Groups (CCGs)
- (5) Post 16 Transition Arrangements

Priority 1:

Improve integrated agency working and the coordination of services for children with special educational needs and disabilities

We are committed to further developing local approaches to integrated and multi-agency working and the coordination of services for children with SEN and disabilities and their families.

We intend to achieve this outcome by:

- creating a change in our integrated agency culture that presumes mainstream placement and education at every phase;
- ensuring early co-ordinated planning to ensure early inclusive placement in mainstream settings for children with complex needs. We will maximise co-ordinated team work to ensure this is successful;
- collaborating effectively between education, health and care service providers, in order to develop our new Education Health and Care assessment and planning framework. This will be in line with the requirements of the 2014 SEND legislative reforms. This will place a duty on education, health and social care facing SEND services to develop and deliver a more joined up assessment and person centred planning process;
- education and social care teams working together in localities in order to provide key worker training to all staff working with children with SEND, both within the Council and in other agencies;
- allocating identified and skilful key workers to the families of children and young people who have been assessed as having the most complex levels of need;
- promoting the Early Help approach across all agencies working with children with SEND and their families and across all age groups / phases. This approach has a focus on putting families at the heart of decision making, effective coordination of services, joined up planning and key working;
- progressing targeted work in localities across education and social care services, which will include our Health partners to develop an integrated approach to speech therapy, occupational therapy and physiotherapy services, reducing duplication and creating a less complex route into accessing specialised services;
- strengthening joint commissioning systems, process and strategy with Health partners to enable a stronger integrated focus on joint commissioning for children.

Priority 2:

Develop the Local Offer and support local schools, education and training providers to develop their SEND provision and strengthen capacity, to be able to meet the needs of all children and young people

A multi-agency and cross sector working group including parent/carer representatives and professionals from a range of backgrounds, has been established to develop our Local Offer continuum of provision framework. The Local Offer has been informed from ongoing and regular consultation with families and other stakeholders. The Local Offer continuum of provision will build on the current good practice locality delivery approaches being deployed across the County by special & mainstream schools, colleges, PRUs, education and training providers. The Local Offer has been available and accessible from September 2014.

The Local Offer will be co-produced by parents/carers, young people and professionals and will be an invaluable resource and source of information for families and SEND stakeholders across the County. There will be a need for a small number of children who require highly specialist services to be placed in out of area provision. There is scope, to make further enhancement to local services and offer more opportunities for children to be supported through local services. We are committed to providing as many services as possible for children with SEND and their families within their local community and this will be underpinned by our approach to the development of local offers, which will underpin the County's Local Offer continuum of provision.

There remains a commitment from all agencies, education and training providers to meeting the needs of children and young people with additional needs to, where possible, develop and secure local sustainable and suitable provision for all of Suffolk's

learners with additional needs and to reduce the requirement for some of this cohort to require their needs to be met by out of County specialised provision. A shared commitment to inclusion from all key agencies, will reduce the need for out of County placements and enable any potential financial savings to be reinvested back into developing the capacity of practitioners, schools, education and training providers alike to be able to optimally meet needs in our localities of our learners requiring additional support.

We intend to achieve this outcome by:

- carrying out an audit of effective practice in inclusive practice across all mainstream & special schools, Early Years settings, education and training providers, identifying and disseminating effective practice;
- supporting the creation of inclusive local leaders for education (heads and senior leadership) to lead and support inclusive practice and capacity within mainstream schools. We will also target schools with emergent inclusive practice as well as those failing to effectively include children with complex SEND;
- prioritise early years placements of children with complex SEND in mainstream schools and nurseries with enhanced support and coordination to ensure early successful inclusive placements;
- working in partnership with system leaders through the Suffolk learning partnership to ensure all school leaders are clear about the implications of the SEND reforms for their organisation and the communities that they serve;
- conducting an annual audit of SEND

training completed by staff in schools, educational and training settings (including accredited training) and using this data to inform the ongoing SEND training programme and to target schools and learning providers where there may be skills gaps;

- aiming for all schools' and learning provider Special Educational Needs Coordinators (SENCOs) to be qualified teachers and complete the accredited SENCO training programme;
- providing targeted training for schools and learning providers with a focus on the Early Help approach, key working and effective working with parents and carers;
- reviewing and extending training opportunities for teaching assistants, school and learning provider support professionals, to enable this group of staff to be further empowered to play a key role in promoting the attainment and progress of children and young people with SEND;
- Undertaking rigorous monitoring of the difference in achievement between children and young people with SEND and those who do not have SEND (known as "the SEN gap") by individual school and learning provider and targeting challenge and support accordingly;
- ensuring that school governors are clear about their duties and responsibilities with regard to children and young people with SEND.

Our aspiration is that our Local Offer approach will be underpinned by the following principles and key criteria:

- We will develop a more inclusive localised approach to meeting individual needs in mainstream educational and post 16 learning settings, with the essential support needed to make this successful being made available at the onset of need;
- That educational services with social care teams will work closely with our health, early

years providers and other learning partners to provide and/ or jointly commission a continuum of provision for children and young people with SEND needs;

- From working collaboratively with our Health partners we will increase the amount of specialist SEND provision available and consider the potential delivery options;
- To inform our commissioning intentions across educational, social care and health services we will shape and design a method of geographical and locality forecasting, to ensure sufficient special school places and/ or provision are available to meet current and predicted future needs across the County;
- From joint working with our Health partners we will commission a range of specialist provision for those aged 0-25 years with acute or high-level low-incidence needs;
- Education, health and social care teams collaborating will establish additional enhanced provision and outreach support for pupils of mainstream ability with low incidence high level needs e.g. those with ASD Autistic Spectrum Disorders;
- Based on evidenced needs we will commission early intervention and early support services, that are targeted and focused most on meeting local priority areas of need;
- The Local Offer will be published in accordance with legislative guidance and we will ensure that it outlines the full range of provision available for children and young people with SEND;
- Successful implementation of our Local Offer approach will lead to a reduction in the number of pupils needing to be placed in independent out of county schools;
- Effective collaborative working and commissioning will take place across education, health and social care teams, to meet the needs of the most vulnerable SEND learners by enabling access to high quality local care and residential provision.

Priority 3:

Successful implementation of Education, Health and Care plans

Education, Health and Care Plans (for children and young people with SEND aged 0-25) will be based on a coordinated person centred assessment and planning process. This will place the child, young person and their parents at the centre of decision making, to ensure that their views are respected and valued. Transport and all other support arrangements will be considered through the coordinated assessment process. The focus for the Education, Health and Care (EHC) planning process will be to facilitate the development of the child or young person, supporting them to achieve the best possible educational and other outcomes and successfully preparing them for adulthood.

We intend to achieve this outcome by:

- working with local education and training providers to develop an integrated approach to EHC plans, based on "what works" and "lessons learned" from the national SEND pathfinder local authority areas;
- progressing the development of EHC plans, that will be informed by local parents and carers. This process will be subject to regular review and updating to secure the most effective and efficient approach;
- working with local stakeholders to develop a local timeline with milestones for the management of transitional arrangements, from the deployment of former assessment methodology such as LDD plans, to the new EHC framework;
- recognising and supporting the systemic change required to work in a different way across all agencies and teams meeting the needs of children and young people with additional needs. There will be a need to deploy a joint person centred assessment, requiring all practitioners to work on securing person centred outcomes;
- working with local schools, education and training providers to further develop Person Centred Planning approaches in mainstream schools and educational settings;
- working with Health partners to clarify pathways from paediatric to adult health services for those with complex needs;
- working with SEND partners, stakeholders, education and training providers to ensure appropriate assessment and plans are in place and these address the children and young person's needs, ambitions and circumstances;
- leading actions to engage and involve a range of partners, children, young people and their families in the co design and co-production of information sources and appropriate plans;
- developing a range of local and direct support that will be available to prepare users for independent living;
- developing training and networking programmes to ensure that SEND professionals and partners understand their role in supporting young people into adulthood and communicate with others promoting and maintaining an open, balanced and consistent approach;
- working with local SEND partners, stakeholders and provision providers in seeking continuous improvement of services through regular consultation, engagement and feedback.

Priority 4:

Joint commissioning arrangements with Health and Clinical Commissioning Groups (CCGs)

Joint commissioning is a strategic approach to planning and delivering services. The Children's Trust Board is developing an agreed joint commissioning approach with Health and CCG partners to ensure a shared vision and understanding of the way in which the partner agencies, represented on the Board, will work together to commission the services that are needed to fulfil the priorities identified in the local Children and Young People's Strategic Plan, and to ensure the effective implementation of all associated action plans. Parents/Carers are involved in various ways, including individual feedback and through parent/carer events. It is intended that our approach to commissioning across all children's and Health services for children and young people with SEND needs will be effectively planned and coordinated across the whole spectrum of a child's needs.

From April 2013 General Practitioner (GP) led Clinical Commissioning Groups (CCGs) took over statutory responsibility for commissioning health services for children and adults. At this time Local Authorities became responsible for public health and were also required to establish Health and Wellbeing Boards to both provide leadership and also to ensure that health and social care services can become more integrated. From September 2014 the statutory duty now exists for both Local Authorities and CCGs to jointly commission

services for children with SEND. The recently published Department of Health mandate for the NHS Commissioning Board included a specific objective to ensure children with SEND have access to services identified in their agreed plan and those parents, families and carers have the option of a personal budget based on a single assessment across health, social care and education.

We intend to achieve this outcome by:

- building a shared vision and agreed way of integrated working for the future of SEND services and provision in Suffolk, across education, health education and social care teams working closely with our Health partners to develop a new joint commissioning framework, which will be deployed to provide clear criteria for future commissioning decisions, as we seek to effectively discharge the new legislative duties for SEND;
- working collaboratively with our Health partners we will increase the range and breadth of specialist SEND provision available through targeted joint commissioning approaches;
- deploying effective contract management processes we will commission quality and accountable services, with regular review and evaluation processes to facilitate evidenced based interventions.

Priority 5:

Post 16 Transition Arrangements

We are committed to improving the personal transition experience and journey to adulthood for young people with SEND and their families, in order to improve life outcomes for this vulnerable cohort of young people. In recent years there has been a lot of positive work done to improve the transition to adulthood, particularly around improvement of processes, data sharing and joint planning, as well as the introduction of person centred planning at transition reviews and enhanced opportunities to access work experience and supported internships.

In preparing young people with SEND for adulthood, effective transition planning for this cohort for post 16 destinations is crucial. Nationally and locally the number of young people with SEND who are not in education, employment or training (NEET) is reducing. However, parents and carers still identify the transition to adulthood as one of their greatest areas of concern, particularly the transition from Children's Services to Adult Social Care and from school to college.

We will support every child and young person with SEND to help them make a successful transition in this period of significant change. We'll make sure parents and carers can access advice and guidance on what options are available. We'll work in partnership with parents and carers to enable them to take part in the decisions about their child's needs and support arrangements.

We intend to achieve this outcome by:

- strengthening the partnership with special schools, local FE Colleges and training providers including sharing of expertise / services between special schools and post 16 providers;
- working with local stakeholders to promote improved and earlier joint working between Children's and Adults' Services and setting out roles and responsibilities of all agencies in a protocol for Multi Agency approach to supporting young people into adulthood;
- working with partners to be further flexible in our approaches and try to tailor our support to the individual young person and their family to support the transition period;
- working in partnership with mainstream & special schools and FE providers to develop increased curriculum options for young people with learning difficulties to improve their qualifications and post 16 pathways.
- developing and delivering high quality vocational programmes in the post 16 offer, which will lead to employment and support independent living for more young people, particularly for ASD and BESD learners, through Vocational Skills Centres, FE Colleges and Special Schools.

5

Implementation, monitoring and review

5.1 Implementation

Implementation of this Strategy will be supported through the Council Corporate Plan, the Children's Services Plan, and approved Joint Commissioning Frameworks and the Adult Social Care Plan. The 0-25 Special Educational Needs and Disability (SEND) Strategy Group will be the strategic body with responsibility for providing programme oversight and to lead on implementation of the Strategy's key objectives.

This group will be chaired by the Assistant Director Education and Learning and will provide regular progress updates to the Director of Children's Services and the Children's Services Directorate Management Team for governance purposes. The SEND Strategy Group will be a multi-agency forum and will include representation from the Suffolk Learning Partnership.

- Key focus will include progressing a number of relevant performance indicators:
- Reduction of the SEN attainment gap
- Introduction of Personal Budgets for children and young people with disabilities
- Reduction in out of area placements
- Reduction in numbers of young disabled people who are NEET

In addition, implementation will be supported through team plans and performance management objectives of relevant staff.

5.2 Monitoring and Review

This Strategy will be reviewed and refreshed on an annual basis. The first review will be due in summer 2016.

Appendices

Appendix 1:

Children and young people in Suffolk - local context



In recent years Suffolk County Council was successful in developing a new service for disabled children under the Aim Higher for Disabled Children project and the award-winning Activities Unlimited website. In developing the project considerable work was undertaken to establish the profile of need. Using the national formula it was estimated at the time (2010) that 1% of Suffolk's 7,000 disabled children population would be severely disabled. The project reported that its knowledge of the disabled children population in Suffolk suggests that this figure is a substantial over estimation. Below is provided some additional information:

- There are 167,837 children and young people in Suffolk 23.5% of the county's total population;
- Boys outnumber girls (85,966 boys to 81,871 girls);
- 4,167 (4.3%) pupils have a first language other than English;
- 81 schools have one or more pupils from a Traveller family on their school roll;
- 1 in 5 pupils have some sort of special education need;
- 7,000 children have a disability;
- There are nearly 800 Looked After Children in Suffolk and over 500 children with Child Protection Plans;
- 1 in 6 children are living in poverty.

Locally nearly 1 in 5 children and young people has an agreed special education need, with slightly fewer in secondary school than in the primary phase. Most pupils are currently supported through school action or school action plus, with a relatively small percentage of pupils having a Statement of Special Education Need. There is a marked difference between phases with 1.6% of primary pupils having a Statement increasing to 2.4% of secondary pupils. Over the period of the Children's Trust, the number of pupils with special education need has increased by 14% from 17706 pupils to 20261, though the percentage of pupils with Statements has decreased.

Appendix 2:

The 2014 Children and Families Act

The Government's response to the Lamb report was to publish a Green Paper in 2011 consulting on proposals to transform the SEN statutory landscape, and outlining steps to reduce barriers, bureaucracy and delays experienced by families and goals to:

- Enable children, young people and their families to have an active role in implementing any plan designed to meet their identified needs.
- Improve the quality and range of information available to children, young people and their families to enable them to make informed choices.
- Create a Local Offer which not only describes the range of services available, but also what families can expect from each of the services listed.
- Build on the success of the Early Support programme and create a new 0-25 integrated specialist assessment and planning process for children with special educational needs or who are disabled and their families, resulting in a single Education, Health and Care Plan.
- Improve the way in which Local Authorities, NHS and schools use their resources through joint commissioning to achieve improvements in the range of support available within a local area.
- Enable young people to have the option of a personal budget.

These proposals were previously set out in the Children and Families Bill, published in February 2013 and became law from September 2014. We are now expected to have a single and shorter assessment process leading to a combined Education, Health and Care Plan to replace both SEN Statements and Learning Difficulty Assessments for 0-25 year olds. We also expect some children and young people



subject to an integrated plan to have personal budgets and to choose direct payments. This strategy will have as a key priority the development of the 'local offer' in Suffolk.

From 1st September 2014 a new statutory duty was placed on Local Authorities to work with CCGs to jointly commission services for disabled children and children with special educational needs and disabilities. This duty offers new opportunities for joint commissioning to deliver improved personalisation of budgets for health care alongside social care and education, improving service delivery and outcomes for children and young people, whilst achieving efficiencies. In 2013 The Department of Health published the mandate for the new NHS Commissioning Board framework, where there is a specific objective to ensure children with special educational needs and disabled children have access to the services identified in their agreed plan and that parents and carers have the option of a personal budget based on a single assessment across health, social care and education.

Appendix 3:

Defining the needs of Children and Young People with SEND

We recognise that children and young people with SEND may present with a broad range of complex needs. For some the focus of support will be wholly educational. For others their parents, carers and families will need support from a number of statutory services and this will continue throughout their childhood and may continue into adulthood. A child or young person may have special educational needs or a disability or both.

Definition of special educational needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- A) Have a significantly greater difficulty in learning from the majority of children of the same age; or
- B) Have a disability which prevents or hinders them from making use of educational facilities of any kind generally provided for children of the same age in schools within the area of the Local Authority;
- C) Are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

Definition of disability

- 1 The Equality Act 2010 states a person has a disability if –
 - a) They have a physical or mental impairment and
 - b) the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities
- 2 The Government guidance states that the term substantial means more than minor or trivial. The term physical and mental impairment implies that a disability can arise from a wide range of impairments such as:
 - Long term medical conditions such as asthma and diabetes
 - Fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease
 - Mental health conditions such as bipolar disorder or depression
 - Learning difficulties such as dyslexia
 - Learning disabilities such as Down's syndrome and autism spectrum disorders
 - Cancer
 - Multiple sclerosis
 - HIV / AIDS
- 3 People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect in day to day activities.

APPENDIX 4 – 2015/18 SEND Strategy Action Plan

Working with our children and young people, their families, schools and our partners, we have identified five key priority areas for focus. This section gives a summary of what we will do to achieve these objectives.

Key Activity	Key Milestones and Outputs
Priority 1: Improve integrated agency working and the coordination of services for children with special educational needs and disabilities	<ul style="list-style-type: none">● Through an integrated approach with Social care and Health partners we will see an improvement to the progression rates, educational achievement and life chance outcomes for all children and young people with SEN and those who are disabled.● We will have developed innovative approaches to addressing gaps in services through joint commissioning and using evidence-based practice and research to improve the quality and availability of provision 0-25, with robust arrangements for moving into adulthood;● Through partnership working with health teams we will benefit from having in place more effective commissioning and adequate provision for speech and language therapy, child and adolescent mental health services and school and community nursing for children with complex health needs;● We will have developed new needs - led and outcome focused approaches to joint commissioning and integrated working for children and young people with SEND that promote early intervention and prevention, whilst also ensuring that SCC and NHS CCGs meet their new statutory duties linked to the provision of services within the Education Health and Care Plan.
Key Performance Indicators by 2018	<ul style="list-style-type: none">● We will see reductions in waiting times from 2014 baselines for groups of children requiring access to specialist speech and language and physical impairment services, owing to improved commissioning frameworks increasing service activity and impact;● Good quality health provision will be available in special schools and for SEND pupils in mainstream schools;● 90% of local primary and secondary schools will be able to use targeted screening tools to enable access to therapy services.

Key Activity	Key Milestones and Outputs
Priority 2: Develop the Local Offer and support local schools, education and training providers to develop their SEND provision and strengthen capacity, to be able to meet the needs of all children and young people	<ul style="list-style-type: none"> Through the Local Offer approach we will have in place improved local provision for, and access to local services in education, care and health, which will further enable families to be able to access appropriate health, care and social opportunities locally and requiring fewer children who will need to be educated out of their local area and out of the county; We will be able to measure an increased confidence of parents and carers of SEND children and young people, with regards to the support provided locally and improve the engagement of parents and carers by providing them with access to timely information, advice and support; We will look to develop and improve local SEND services for children, young people and families with their active participation and make personal budgets available where it will improve independence and choice; We will aim to create a smooth journey for any child with SEND and their family that avoids any need to battle or conflict – the journey will wherever possible be based on mainstream inclusion from early years into adulthood – a smooth, respectful, person centred education and experience; We will have developed more effective locality joint commissioning arrangements, informed by locality needs assessments to ensure we can take timely and cost effective decisions when we procure placements from commissioned providers.
Key Performance Indicators by 2018	<ul style="list-style-type: none"> The local offer will ensure swift and easy user access to local continuums of provision that consist of high quality specialist services as appropriate and necessary, such as educational psychology, speech and language therapy and child and adolescent mental health support; The number of permanent exclusions taking place in Suffolk schools in an academic year will have reduced to fewer than 60, from 108 in July 2014, and no young person with a statement will be permanently excluded; There will be a reduction in the number of pupils attending out of county residential schools and educational settings. This will be made possible due to there being more inclusive mainstream placements and our plans for specialist in county provision when necessary; Improvement in SEND Pupil Performance data; Increase in the number of mainstream schools supported by special schools, PRUs and specialist services; Improvement in Early Years progress data; We will see an increase in the proportion of Suffolk Special schools judged good or better from 2014 baselines.

Key Activity	Key Milestones and Outputs
Priority 3: Successful implementation of Education, Health and Care Plans	<ul style="list-style-type: none"> We will develop with our partners an implementation plan for the successful roll out of Education, Health and Care Plans; We will consistently work in partnership with education, NHS and care providers to meet the needs of children, young people and families locally; We will ensure further development of transition planning information in young people's Education, Health and Care plans, to help FE providers to tailor programmes that meet the educational needs of the learners and support their progression once they leave formal education.
Key Performance Indicators by 2018	<ul style="list-style-type: none"> Increased number of EHC plans are informed by pupil views from 2014 baselines; Improved outcomes and satisfaction levels reported by pupils, parents and carers from 2014 baselines; Increased number of plans with a team around the child approach; 100% of requested professional advice will be provided within timescales and 90% of statutory assessments will be completed in time; Successful implementation of plan for the future roll out of Education, Health and Care Plans; Increased number of pupil centred reviews; Key working approaches will be embedded across all services working with families.

Key Activity	Key Milestones and Outputs
Priority 4: Joint commissioning arrangements with Health and Clinical Commissioning Groups (CCGs)	<ul style="list-style-type: none"> By periodically reviewing our existing specialist provision places with a view to matching our current need more closely, we will be able to re-designate current places to get improved outcomes from what we already have; Through timely and needs – led commissioning approaches we will be able to ensure disabled children and families have timely access to appropriate community equipment and wheelchair services to meet their current and future needs; By adopting a needs led approach to commissioning, we will be able to adapt, reconfigure or decommission provision that is no longer seen as local priority and reinvest potential savings to create additional capacity and where appropriate develop new provision in response to need; By improving our commissioning and procurement arrangements we will be able to ensure that we get best value for money in all places that we commission outside of the County; We will develop a clear joint commissioning framework which will set out a newly defined commissioning cycle that includes effective SEN resource planning and a new audited commissioning process.
Key Performance Indicators by 2018	<ul style="list-style-type: none"> Reduction of out of LA specialist provision pre 16 placements from 2014 baselines; Reduction of under- utilised specialised provision places from 2014 baselines; 80% of parents and carers will express confidence in the quality of commissioned services; Reduction in annual financial investment required for children and young people needing to be educated in non LA specialist provision; Reduction in the number of young people with SEN and disabilities aged 16-19 needing to be educated in non-LA specialist provision from the 2014 baselines; More options/places available to young people for post 16 education and training; More parents/carers involved in transition planning; Additional SEN places on 2014 base level provided by September 2016; Implement a commissioning strategy; Reduction in costs of out of County placements.

Key Activity	Key Milestones and Outputs
Priority 5: Post 16 Transition arrangements	<ul style="list-style-type: none"> We will aim to create a smooth journey for any child with SEND and their family that avoids any need to battle or conflict – the journey will wherever possible be based on mainstream inclusion from early years into adulthood – a smooth, respectful, person centred education and experience; We will work with the providers of further education (FE) to help develop further provision to accommodate more high needs learners from 16-25 years old; We will work in partnership with mainstream schools to develop increased curriculum options for young people with learning difficulties to improve their qualifications and post 16 pathways; We will ensure best value for money out of County places from special school places commissioned from independent providers; We will aim to develop and deliver high quality vocational programmes in the post16 offer, which will lead to employment and support independent living for more young people, particularly with a focus on meeting the needs of ASD and BESD learners, through Vocational Skills Centres, FE Colleges and Special Schools; We will explore collaborative commissioning arrangements with other LA areas as part of the SEND Regional Alliance; By working in partnership with mainstream schools and Health partners we will be able to develop increased curriculum options for young people with learning difficulties to improve their qualifications and post 16 pathways.
Key Performance Indicators by 2018	<ul style="list-style-type: none"> Additional post 16 SEN places on 2014 base level provided by September 2016; Improved number of young people with SEN and disabilities participate in education or employment with training until they are 18; Improved post 16 opportunities available to students with SEND; Implementation of a commissioning strategy; Reduction in costs of out of County post 16 placement costs; Training programme in place in response to post 16 workforce skills audit; More options and places available to young people for post 16 education and training; Improved outcomes and satisfaction levels reported by post 16 pupils, parents/carers; More parents/carers involved in post 16 transition planning arrangements; More post 16 young people with SEND effectively supported from 2014 baselines.

Appendix 5

Glossary of terms

ASD	Autistic, Spectrum Disorders
BESD	Behaviour, Emotional and Social Difficulties
CCL	Communication, Language & Literacy Development
C&YP	Children and Young People
CAMHS	Child & Adolescent Mental Health Services
CCG	Clinical Commissioning Group
DFE	Department for Education
DSG	Dedicated Schools Grant
EHC	Education, Health and Care Plans
FE	Further Education
GP	General Practitioner
HI	Hearing Impaired
LA	Local Authority
LAC	Looked After Child(ren)
LD	Learning Difficulty
LDD	Learning Disability or Difficulty
MAT	Multi Agency Team
MLD	Moderate Learning Difficulty
NAS	National Autistic Society
NHS	National Health Service
NMI	Non Maintained or Independent School
PMLD	Profound & Multiple Learning Difficulties
PSED	Personal, Social and Emotional Development
PSMN	Physical, Sensory and Medical Needs
QA	Quality Assurance
SEAD	Social, Emotional Aspects of Development
SEND	Special Educational Needs and/ or Disabilities
SENCO	Special Educational Needs Coordinator
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SLT	Speech & Language Therapy/Therapists
SpLD	Specific Learning Disability
SCC	Suffolk County Council
VI	Visually Impaired