

Bath and North East Somerset Council

Special Education Needs & Disability (SEND) Strategy 2017-2020

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Introduction

With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long term outcomes in adult life. This aspiration is of equal value for children and young people with SEND. Local authorities, education providers, health services and other organisations that work together can help children and young people to realise their ambitions in:

- Employment & Further Education - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living & preparing for adulthood – enabling young people to have choice and control over their lives and the support they receive; their accommodation and living arrangements including supported living
- Participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

This document outlines the key vision, values, governance mechanisms and strategic objectives in Bath and North east Somerset which support and inform the operational implementation of the legislative changes impacting SEND resulting from the Children and Families Act 2014.

The Vision in Bath and North East Somerset

Our overall vision for children with special educational needs and disabilities is the same as for all children and young people

“We want all children and young people to enjoy childhood and be well prepared for adult life”

This statement underpins our commitment to the Children and Young People of Bath and North East Somerset.

Children and young people with SEND deserve the very best opportunities to learn, develop and play. They also deserve the best start in life and should expect the best from all of us who provide services that aim to improve their lives and life chances. This strategy expresses our shared ambition and commitment to work together for, and with our children and young people and their families and carers, to make Bath & North East Somerset a place where children and young people with SEND are given the opportunities to achieve their ambitions and the best possible educational outcomes, including getting a job and living independently as possible. We want children and young people with SEND and their families and carers to experience quality arrangements which are efficient, accessible and provide for identification and early intervention in relation to their health, education, care and behaviour, including help for their families and carers as appropriate’.

This strategy builds on the work that we achieved following the introduction of the revised SEND legislation and provides direction for the partnership outlining the shared vision and priorities for

all agencies working with children and young people with SEND across Bath and North East Somerset.

SEND is everyone's business - all services and education settings will be supporting some of the 20% of children and young people with SEND. Many of the children and young people will not require specialist services; however, we will continue to provide them with support to enable them to achieve their potential.

Definition of SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting.

Definition of Disability

This strategy recognises the **social model** of disability defined as “disability is not caused by the individual disabled person’s particular impairment but by the way in which society is structured which results in barriers which prevents their full participation and the lack of recognition of the disabled person’s needs and culture”.

Additionally we include the definition of disability under the Equality Act 2010 –

‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Children and young people with such conditions do not necessarily have SEN, but the Strategy encompasses the full cohort of children and young people requiring additional support.

Local Context

Background

This strategy builds on direction of travel established in our earlier Disabled Children’s Strategies. In 2007, the government published *Aiming High for Disabled Children: better support for families*. The legacy of Aiming High for Disabled Children and a commitment to delivering the Core Offer i.e. Information, Transparency, Integrated Assessment, Participation and Accessible Feedback procedures continues to shape SEND services in Bath & North East Somerset.

Legislation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

The Children and Families Act 2014 and Special Educational Needs and Disability (SEND) legislation is the biggest reform to the Special Educational Needs system in 30 years. It came

into effect from the 1st September 2014 through the Children and Families Act 2014. The Act highlighted that, *'too many children and young people who are disabled or who are identified as having additional educational needs (SEN) have poor outcomes in life and they and their families can struggle to get the support that they need'*.

The Equality Act 2010 and Part 3 of the Children and Families Act 2014 interact in a number of important ways. They share a common focus on removing barriers to learning. In the Children and Families Act 2014 duties for planning, commissioning and reviewing provision, the Local Offer and the duties requiring different agencies to work together apply to all children and young people with SEN or disabilities. In carrying out the duties in the Children and Families Act 2014, local authorities and others with responsibilities under that Act, are covered by the Equality Act.

This new legislation radically reforms systems for identifying, assessing and supporting children and young people who are disabled or have SEN and their families. Children, young people and their families will now have greater control over the support that they receive

Relevant legislation

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Education Act 1996
- Equality Act 2010
- Care Act 2014
- Children Act 1989/ 2004
- Chronically Sick and Disabled Persons Act 1970
- Mental Capacity Act 2005
- Breaks for carers of disabled children regulations 2011

Strategic Objectives of the SEND Strategy Improve Health, Education & Social Care Outcomes

1. Increase the participation of children, young people, parents and carers in planning, commissioning and reviewing of SEND services
2. Strengthen commissioning capacity in education and commissioning links between adult and children's services
3. Improve attainment and progress for children with SEND in our early years settings, schools & colleges and supported employment opportunities
4. Strengthen responsibility for early identification and intervention and quality of support at universal and SEN Support for all children with SEND

5. Improve transitions for CYP with SEND between all key stages of their life, especially between children's and adult services & into adult life
6. Create a shared SEND data and performance outcomes framework to ensure the local area knows itself well, improves its capacity to monitor and evaluate progress, and as a result is able to be better informed when planning for the future.
7. Review type and number of local SEND educational places and provision, strengthen inclusion opportunities in mainstream schools and colleges, reduce reliance on out of county placements
8. Improve quality, consistency and timeliness of EHC planning for young people, particularly for vulnerable groups e.g. LAC, young offenders
9. Promote choice control and independence and use of direct payments & personal budgets
- 5 Promote information, advice and support services – ensure children, young people and their families and schools receive the right information at the right time
10. Ensure local area continues to self-evaluate to understand its strengths and weakness

Governance Arrangements

The governance arrangements which are in place around the implementation of the SEND reforms are as follows:-

The SEND Strategy group

The SEND Strategy Group meets Quarterly. Membership includes:

- Safeguarding and Social Care-Co-chair
- Director Of Nursing & Quality- Co-chair
- Strategy & Policy Manager, Children's Health & Commissioning
- Senior Commissioning Manager, Learning Disability
- Service Manager, Care Outcomes
- Head of Paediatric Speech & Language
- Strategic Commissioning Officer, Specialist Services
- Consultant Paediatrician
- SEND Partnership Service Manager
- Assistant Director Health Improvement
- Parent Carer Voice Representatives
- Parent Carers Voice High Co-ordinator, B&NES Carers Centre
- Head Teacher, Threeways Special School
- Fosseyway School Representative
- Head of Vulnerable Learners
- Children's Health Commissioning Manager
- Voluntary Sector Representative
- Specialist Paediatric Orthopedic Therapist

- Service Manager-11-19 Outcomes
- Primary & Secondary School representatives
- Young People-via Participation
- Data/performance support- as required
- Disabled Children's Team- representative

The SEND Strategy Group has a focus on three agreed strands, which are as follows:-

- **SEND to be encompassed in everyone's work stream- co-ordination and links are key**
- **Co-ordinated strategic commissioning of resources**
- **Promote issues around participation**

The SEND Strategy group is accountable to:

- Children's Trust Board
- Local Safeguarding Children Board
- Clinical Commissioning Group
- Health & Wellbeing Board

The SEND Operational Group

The SEND Operational Group meets quarterly, the meetings take place two weeks prior to the Strategy Group.

The group will be populated by service managers and others with an operational delivery responsibility

The operational objectives of the SEND Operational Group are to implement the changes required by the SEND Reforms by:

- Identifying leads for the activities of the work streams detailed within the action plan
- Monitoring delivery of the work streams against the milestones detailed in the action plan
- Preparing reports to be presented by individual work stream leads to the SEND Strategy group when required

Links with other Strategies

This strategy is aligned with the following:-

- **Bath & North East Somerset Self Evaluation Framework (SEF)**



B&ANES Self
Evaluation Framework

- **Children & Young People's Plan**

http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/cypp_2014_-2017.pdf

- **Health and Wellbeing Strategy**

http://www.bathnes.gov.uk/sites/default/files/banes_health_and_wellbeing_strategy_2015_-_2019.pdf

- **SEND Partnership Service Independent Advisory Group**

<http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers-educational/SEND-Partnership-Service2>

- **BANES Draft 14-25 Strategy**



BANES draft 14-25
strategy final draft.docx

- **Parenting Strategy**

http://www.bathnes.gov.uk/sites/default/files/parenting_strategy_2016-18.pdf

- **ASD Strategy Group**

Partnership working

This strategy establishes how partner agencies in Bath & North East Somerset will continue to work together to ensure those outcomes that will make significant improvements to the lives and life-chances of children and young people with SEND. The need to work together is ever more vital in order to make the best use of pooled resources and limited capacity in a climate of government austerity measures.

Bath & North East Somerset has strong history of partnership working and well embedded Children's Partnership arrangements. All partners work alongside our three stage model: universal, targeted and specialist within a single framework in which services will deliver the vision for our children and young people.

Universal, Targeted and Specialist Services



Universal Services

These are services which all families can expect to access without needing any extra SEND resources. Universal services are expected to make reasonable adjustments to accommodate children/young people with SEND.

Targeted Services

These are services for children with additional needs over and above what is available to them through universal services. Often these services will be short-term and embedded into universal services.

Specialist Services

Specialist services are those which families may require following individual assessment and referral by specialists. Typically, they will be long-term and for children with complex needs.

Partnership Working with Children, Young People and Parents Carers

The importance and value of working with all children, young people, their families and carers is widely accepted. The Children and Families Act 2014 reinforces the requirement to engage with and involve parents in decision making and providing information and support in order to do so. The principles of this include recognising the importance of the wishes, views and feelings of children, young people and their families and carers, promoting their participation in decision-making and acknowledging the importance of information and support.

In Bath and North East Somerset we have a **Service User Framework** for involving service users in commissioning arrangements. Children & young people and their families and carers must be involved in planning commissioning arrangements, in the development and consideration of proposals for change, and in decisions affecting the operation of commissioning arrangements.

Parent Carers Voice is the recognised parent carer forum in Bath & North East Somerset
<http://banesparentcarersvoice.co.uk/author/parentcarersvoice>

Parent Carer Voice are actively involved in helping us to implement the key legislative SEND reforms including the development of the B&NES SEND Local Offer which can be found on
<https://www.rainbowresource.org.uk/>

Young People's Consultation Forums in Bath and North East Somerset Council:-

- Threeways Special School E-Team
- Fosseway Special School E-Team
- Young People's Equalities Group
- Young Healthwatch
- Youth Connect Hubs
- CAHMS Participation Group

What are our strengths?

- Commitment to implementing the reforms and culture change
- Identification of need in Early Years
- Some Health Services leading in proactively identifying CYP with potential future needs
- The local area has established joint commissioning panel between health, education and social care for children with complex care needs, involving joint assessments between statutory bodies
- Initial Personal Budgets agreed indicate joined up working leading to innovative commissioning arrangements
- Good employment outcomes through Project Search Scheme & potential growth for supported internships with young people with High Functioning ASD
- Impartial & confidential information, advice & support provided by SEND Partnership Service
- Development of encouraging practice in preparing for adulthood and the area has become PFA demonstration site with National Development Team for Inclusion
- Local are demographic and needs analysis has been completed so that we have better understanding of our SEND population

What do we need to improve?

- Improve quality and consistency & timeliness of EHC planning for young people and vulnerable groups e.g. LAC, young offenders increase the involvement of children, young people, parents and carers in planning, commissioning and reviewing services Co-production in commissioning
- Transition from children's services to adults
- Improve provision of support to SEND children and young people in mainstream school
- Improve local data analysis to demonstrate performance and outcomes effectivity
- Need for more special school places in the area which can be developed without compromising inclusion in mainstream schools
- The LA is currently developing commissioning capacity to support SEND, particularly in education.
- The LA does not have clear oversight of children on SEN support& is not clear how the local area at a strategic level is planning for these children
- Issues regarding processes have been identified and some services need to improve joint-working & collaboration around contribution to EHC Plans
- Feedback gathered by some services is useful but is often ad-hoc basis & we need to develop a more systematic approach in gathering feedback for some services

Monitoring, Review and Evaluation

An action plan has been produced to identify priority areas, key actions, milestones, key performance indicators and targets, including responsible services and officers.

The Strategy will be regularly monitored by the SEND Strategic Group, comprised of the Lead Member for Children and Families, schools, parent representatives, health, education, post-16, children and adult social care.

The Strategy will be reviewed on an annual basis with a yearly report produced detailing progress made towards the key activities.

The evaluation of the Strategy will also be informed by regular consultation and engagement with children, young people and families, inspection feedback, feedback from key processes such as annual reviews and annual SEND data collection.

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