

Cheshire West & Chester Council

Special Educational Needs and Disabilities Strategy

2016 -2020

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Cheshire West
and Chester



Introduction

We are at a point of significant change, with some of the biggest shifts in national policy for health, special educational needs and disability in over 30 years. Changes introduced through the Children and Families Act from September 2014 make it more important than ever that the Local Authority, schools, colleges, health and other partners, work closely with parents, carers, children and young people to improve services.

Our vision

We want all children and young people with special educational needs and disabilities (SEND) to have access to a range of provision and support across the borough that will meet their educational needs and provide good opportunities for them to progress.

We believe that every Cheshire West and Chester child or young person should have their needs met, as far as possible, in their local community, in local early year's settings, schools and Further Education Colleges.

Children and young people with SEND should be offered high quality provision so that they make good progress in their learning and can move on easily to the next stage in their education and later into independent adult life with support where necessary including, wherever possible, full or supported employment.

We have sought the views of parents, young people and professionals on support for learners with special educational needs in Cheshire West and Chester and this has informed the aims of the strategy.

The aims of the strategy

The overarching aim of this strategy is to improve educational, health and emotional wellbeing outcomes of our children with SEND in Cheshire West and Chester. We will develop a well-planned continuum of provision from birth to aged 25 years that meets the needs of children and young people with SEND and their families in Cheshire West and Chester. This means integrated services across health and social care which work closely with parents and carers to meet needs.

If we are successful, by 2020 we would expect to see:

- Improved quality of provision for children and young people with SEND. This will mean challenging universal services to be more inclusive of children and young people with SEND, developing the range of social care, health and education providers.
- Specialist SEN provision accessed by our children and young people is good or better and all our specialist providers can be effective centres of excellence, models of best practice and offer high quality advice and support for other schools.
- Education providers ensure early identification of need and high quality intervention to meet those needs
- An increased range of services and facilities in the early year's sector in collaboration influenced and shaped by our customers.
- Transitions from one stage of education to the next are well managed so that there is continuity of support for children and young people with SEND.
- Young people with SEND are engaged in purposeful education and training, so that they are well prepared for employment and independent or supported adult living.
- Increased personalisation, making sure children and young people are fully involved in planning for their own future and ensuring they get the support that is right for them.
- Increased co production with parents and carers who report satisfaction with services provided.
- Active involvement of young people and their families in the review, development and reshaping of services as well as the opportunity of personal budgets where this will support greater independence and choice.

The local offer

The Local Offer tells you what support the local authority expects to be available for children and young people with special educational needs (SEN) and/or disabilities. It must include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.

You can find the Local Offer for Cheshire West and Chester:
www.westcheshirelocaloffer.co.uk

We will continue to develop our Local Offer so that children and young people, families and practitioners can find out about services and information in relation to SEN and disability. It will be a key tool to ensure that families influence the development of services which are commissioned locally to meet needs.

Where are we now?

Provision

Children and young people in Cheshire West and Chester may attend mainstream early years settings, schools or colleges or specialist provision such as mainstream schools with resource provision or special schools. The SEN Code of Practice 0-25 years refers to the United Nations Convention of the Rights of Persons with Disabilities and the UK commitment 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 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.

Information about provision for learners is published on the Cheshire West and Chester Local Offer. All schools publish their SEN information Report which will detail the support they provide. Information about Resource Provision in mainstream schools and special schools is on the Local Offer. All colleges in the local areas detail their support on the Local Offer.

Residential Educational Provision

Following the SEN review in 2013 the executive of the Council approved the proposals which included further work to review the use of the residential special schools aligned with the review of the social care short break provision for disabled children.

Cheshire West and Chester has ten special schools and four of these offer residential facilities, Greenbank, Cloughwood Academy, Archers Brook and Hebden Green. The current provision does not allow for 38/52 week provision and is currently based on allocated overnight stays up to a maximum of 2 nights per week for education reasons. In some instances additional nights have been commissioned and funded by social care following a social care assessment /approval at resource panel, or paid for from school's own budgets.

Following the SEN review in 2013 the executive of the Council approved the proposals which included further work to review the use of the residential special schools aligned with the review of the social care short break provision for disabled children. This review is in progress.

Support for learners with special educational needs

In September 2014 we introduced the new statutory Education Health and Care (EHC) needs assessment and began the process of transferring statements to EHC plans. This included the introduction of EHC plans for learner with SEND up to the age of 25, transferring Learning Difficulty Assessments to EHC plans where requested and needed.

Our transfer plan details the timescales for transferring statements to EHC plans and is available on the Local Offer. Since September 2014 we have seen a 50% increase in requests for assessments. Not all of these have been agreed and this points to more work needed to support early identification and school support for learners with special education needs.

Funding to support learners with special educational needs and disabilities

In 2013 the government changed the way in which all maintained schools, academies and non-maintained special schools were funded, including arrangements for funding SEN provision. The intention of the funding reform was to:

- Achieve a simpler, more transparent and consistent system of funding for schools and better focus on the needs of pupils;
- Achieve maximum delegation of funding to schools to ensure education funding reaches the schools and pupils according to need;
- Ensure that funding is arranged on an equivalent basis across providers so that arrangements are transparent and improve choice for young people and their parents.

The funding reforms introduced new methodologies for funding pupils with special educational needs. For mainstream schools, the Council delegates funding to them through an agreed funding formula, largely based on pupil numbers and a defined number of pupil characteristics. It is a mandatory requirement for schools to provide up to the first £6,000 of additional support for all pupils with special educational needs from this delegated funding. Top up funding over £6,000 is then allocated from the high needs block to meet assessed needs over this amount.

Special schools are no longer funded on a formula basis but on a commissioned number of places at a fixed amount per place. Top up funding is then allocated from the high needs block according to the provision required to meet individual pupil needs. The same funding principles also apply to post-16 provision in further education colleges.

All mainstream schools including academies and free schools are expected to use their delegated budget to deliver high quality outcomes for all children and young people including those with special educational needs and/or disability. Details of what schools are expected to put into place and information of their offer to support learners is on the Local Offer.

Local Authority Schools Accessibility Strategy

The Local Authority has been developing its Schools Accessibility Strategy for 2015-2018 in consultation with schools, children and young people and their families. The aim of the strategy is to improve access arrangements in schools for children and young people with special educational needs and disabilities. The draft strategy is available on the Local Offer.

Clinical Commissioning Groups

There are two clinical commissioning groups (CCGs) supporting the health needs of the local area. These are West Cheshire CCG and the South Cheshire and Vale Royal CCG. In line with the new SEN Code of Practice both CCGs have a Designated Medical/Clinical Officer who support the CCGs in meeting their statutory duties for children and young people with SEN and disabilities and provide a point of contact for local partners.

Integrated Early Support

Caseworkers provide a targeted, evidence-based and outcome focused support service, co-ordinating cases involving children, troubled families and vulnerable victims of domestic abuse including 0 -19's with SEN

Social Care Services

In line with the Children Act 1989 s17(11) social care services are provided for children in need, stating that a child shall be in need if

- a) He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintain a reasonable standard of health or development without the provision of services by the local authority.
- b) His health or development is likely to be significantly impaired or further impaired without the provision of such services.
- c) He is disabled.

The Teams work with Disabled children who have the most complex health needs, to ensure that they maintain a reasonable standard of health in consideration of their disabilities.

They also work with children who have a diagnosis of Autism (ASD) who may present challenges to their families, and aim to co-ordinate appropriate support packages which involve other specialist practitioners such as CAHMS LD (Child and Mental Health Service, Learning Difficulties), Autism Team , health professionals

Services are provided if it is assessed that the child's health or development is likely to be significantly impaired without the provision of services and there are a number of cases where the children are subject to Child protection plans.

Children who are in the Care of the Local authority have the opportunity to have their views considered by a range of communication methods , and the team work closely with advocacy agencies and, if required, Deafness support Network. The team work closely with families and providers to ensure that placements meet the identified needs of the children.

Working in a multi-professional way the Children with Disabilities Team aim to ensure that Disabled children have the same opportunities as their non-disabled peers.

Joint Commissioning across education, health and social care

A local area SEND joint commissioning group is in place and is made up from officers from education, health and social care teams. The group meets regularly and its aims to identify and review potential areas for joint commissioning activities linked to the SEND reforms. It will also review, or link to the review of any current joint commissioning services, where SEND is factor, such as speech and language therapy.

Speech and Language Therapy services are provided by two NHS Trusts – Cheshire and Wirral Partnership NHS Trust in West Cheshire and East Cheshire NHS Trust in the Vale Royal area. Both services work in mainstream and special schools who are geographically located in the borough to provide high quality specialist assessment and evidence-based interventions for children and young people with a range of speech, language and communication difficulties, including difficulties with eating, drinking and swallowing. The services work in partnership with children, young people and their families, and with other professionals and agencies, with the aim of preventing or reducing the impact of these difficulties on children and young people's health and well-being, educational attainment and ability to participate in daily life. Speech therapists support schools and parents/carers with information, advice, practical resources and strategies to develop and maximise communication skills.

They also develop programmes to be delivered by the daily communication partners of children and young people (e.g. teaching assistants in schools, family members) to make the most of all opportunities for improving their communication, as well as providing a wide range of training and other support activities. Therapists contribute to statutory assessments of children and young people with SEN via specialist reports and attendance at multi-agency panels and Annual Reviews and provide direct support when speech and language therapy is specified in a Statement of SEN or an Education, Health and Care Plan.



Early years and children with special educational needs and disabilities

Early Years Pathway for SEND (0-5) Support and Services

We have reviewed and refined our Early Years Pathway for young children with special educational needs. The Early Years Pathway is an explicit service user pathway for SEND (0-5) Support and Services that all practitioners working with young children with additional needs will signpost families to.

The Pathway has been co-produced by parents and other key stakeholders and is driven by evidence, local experience and views. **This covers:**

- Birth to two years
- Child Development Service
- Identifying SEN and support in the early years (2-5years)
- Benefits and Entitlements

In these sections, information is provided on:

- local services, national services and organisations which can offer support to families

- suggestions and reflections from parents /carers who have used services previously which they feel will be helpful to families
- referral pathways, SEN processes and entitlements relevant to each stage

Full information on the Early Years Pathway is available on Cheshire West and Chester's Local Offer.

Children's Centres

Children's Centres aim to ensure that all children get the best start in life, particularly those that are disadvantaged by poverty, disability or other challenging circumstances, by bringing together early education, childcare, health and schools providers to offer a range of integrated and inclusive services and support for young children and their families.

Children's Centres are a key element of the local Integrated Early Support (IES) service and work closely with partners and other agencies to ensure that young children and their families receive the right help as early as possible through a holistic, Team Around the Family (TAF) approach to effective early identification of need and co-ordination of support.

0 – 5 years Healthy Child Programme

The national Healthy Child Programme (HCP) for 0 – 5 years sets out the recommended framework of universal and progressive services for children to promote optimal health and wellbeing.

Giving every child the best start in life is crucial to reducing health inequalities across the life course. The foundations for virtually every aspect of human development (physical, intellectual and emotional) are set in place for early childhood. What happens during these early years (starting in the womb), has lifelong effects on many aspects of health and wellbeing, educational achievement and economic status. Universal and specialist public health services for children are important in promoting the health and wellbeing of all children and reducing inequalities through targeted intervention for vulnerable and disadvantaged children and families

Cheshire West and Chester Council's Public Health and Strategic Commissioning Teams have the responsibility for commissioning this service and will:

- Ensure delivery of a universal core programme to all children and families.
- Improve pregnancy outcomes, child health and development and economic self-sufficiency for vulnerable first-time mothers and their families through the Family Nurse Partnership programme.
- Identify and support those who need additional support and targeted interventions, for example, parents who need support with their emotional or mental health and women suffering from postnatal depression.
- Maintain the number of Health Visitors and Family Nurses required to fulfil this contract (for the duration of the contract).
- Work with Cheshire West and Chester Council, GP's, Primary Care Teams and other organisations to promote health and wellbeing, improve community capacity and reduce health inequalities.

The transformed health visiting service is described by the 4-5-6 model. These are the four levels of the health visitor service; the five mandated universal health and development reviews for all children at key stages; and a focus on the six high impact areas which are very important to good child health outcomes and where evidence shows health visitors make a significant difference.

Post-16 Pathways for students aged 16-24 with Special Educational Support Needs

The 'Special educational needs and disability code of practice: 0 to 25 years' which was introduced in September 2014 requires local authorities to develop a shared vision and strategy which focuses on **aspirations** and **outcomes**. Local authorities are also required to plan for the needs of young people with SEN to ensure that there are pathways into Employment, Independent Living, Participation in society and good health.

The principle of joint working is further set out in the SEN Code of practice. 'Local authorities, education providers and their partners should work together to help children and young people achieve successful long term outcomes, such as getting a job or going into higher education, being able to make choices about their support and where they live, and making friends and participating in society.

We have consulted on pathways for students aged 16-24 years and the action plan is being finalised following consideration of all responses to the consultation.



Young Peoples Service

Young people's service attends EHCP plan/statement reviews from Year 9 and every review thereafter. Participation and Transition Workers meet with the young person on regular basis with a focus on preparation for adulthood. Planning is centred on the individual and explores the young person's aspirations and abilities this will be captured in a personalised action plan outlining what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.

The Young People's Service has a responsibility to track the destinations of young people up to their twentieth birthday and provide support/advice if they are not participating. To facilitate the above we work with schools, colleges and other post-16 providers, as well as other agencies, to support young people to participate in education or training and to identify those in need of targeted support to help them make positive and well-informed choices.

Young people's service ensures that young people have the support they need to participate fully in action planning and make the most of their life and career opportunities, taking the young person centred approach to make decisions on their post 16 pathways. With this in mind we look to fully involve parents and carers in the process to ensure the right pathway is chosen and our aim is to support young people into making successful and sustained transitions into education, employment or training.

Care Act 2014

The first part of the Care Act was implemented in April 2015 and together with the Children and Families Act 2014, radically changes the legal landscape for young people as they grow and develop into adulthood.

The Care Act now places a duty on local authorities to not only consider the 'physical, mental and emotional wellbeing of the individual needing care', but to also build the system around each individual person – i.e. what care and support they each need and want. Together with the Children and Families Act, the Care Act places a duty on local authorities to promote better choice and control over care and support for young people and families (rather than requiring them simply to provide services). The Children and Families Act introduced a system of support which extends from birth to 25, while the Care Act deals with adult social care for anyone over the age of 18. Both pieces of legislation ensure that people aged 18-25 will be entitled to support, placing the same emphasis on outcomes, personalisation and the integration of service.

Transition Team

In order to help implement the joint demands of both the Care Act and the Children and Families Act, a transition team was established in March 2015. Comprising of social care staff, together with staff from the Young People's service, the team will work with young people, 16-25, with life-long disabilities to ensure a successful transition into adult services. The team will carry out timely assessments under the Care Act to enable all young people to achieve their maximum potential in respect of:

- Paid employment
- Good health
- Independent living (choice and control over their life and good housing options)
- Community inclusion (friends, relationships and community)

The team is still in its infancy, and will continue to grow and develop in partnership with all stakeholders to achieve the best outcomes possible for young people with disabilities.



Personal Budgets

Personalisation is at the heart of the Special Educational Needs and Disability (SEND) reforms. This means putting children, young people and their families at the centre of the Education, Health and Care (EHC) process. It begins with the person as an individual who has strengths, preferences and aspirations and is the gateway to a structured process which identifies their needs and enables choices about how, and when, they will be supported to live their lives and achieve their full potential.

There are a number of ways in which personalisation can be made a reality.

These include:-

- person-centred approaches where disabled children and their families are put at the centre of decision making, enabling them to express their views, wishes and feelings;
- personalising the support which families receive through education, health and social care services working in partnership to arrange seamless care and support for them;

- funding mechanisms, which enable enhanced flexibility, choice and control for young people and their families through the use of direct payments and personal education and health budgets;
- Supporting families in getting the best out of Personal Budgets through independent specialist brokerage arrangements which help them to manage the Budget and achieve the agreed outcomes in their personal plan.

Resolving disagreements

Mediation Advice

The Council is committed to work with young people and their families to resolve any disagreements that arise over the assessment process or the provision of, or content of an education, health and care (EHC) plan. However this is not always possible and we have commissioned an independent mediation service to support the resolution process if we cannot agree.

Cheshire West and Chester has been successful in a bid to take part in national pilot on disagreement resolution including the temporary extension of the powers of the SEN and Disability (SENDist) first tier tribunal. Details of the mediation process and the SENDist pilot can be found on the Local Offer website.

Information Advice and Support Service

- The IAS Service is a statutory service that provides information, advice and support to disabled children and young people, and those with SEN, and their parents.

Required to be impartial, accessible and free.

- Parents, children and young people should be involved in the design of their local IAS Service.
- IAS staff should be independently trained.
- The obligations and expectations of an IAS Service are set out in Chapter 2 of the SEND Code of Practice
- The standards expected of IAS Services can be found in the IASSN Quality Standards
- IAS Services will differ greatly from authority to authority, with variation in size, capacity and resources.

More information can be found in the local offer at: www.westcheshirelocaloffer.co.uk

Workforce Development

A Workforce SEND Change Plan is in place to deliver response to Children & Families Bill. A programme of training has been developed for the practitioners in the wider SEND workforce and across agencies to ensure staff understand the culture change necessary and have the skills, knowledge and approach to deliver the change process underpinning the SEND reforms.

Transport

The Home to Educational Establishment Transport Policy sets out the legal duty which Cheshire West and Chester Council must comply with when providing travel assistance to its children and young people. Eligibility for assistance for pupils with a Statement of Special Educational Needs or an Education Health Care Plan is set out within this policy. Children and young people with special educational needs may qualify for assistance; if it is deemed they cannot reasonably be expected to walk to the educational establishment accompanied by an adult because their mobility problems, associated health and safety issues related to their special educational needs (SEN) or disability prevent them from doing so.

In addition to the Home to Educational Establishment Transport Policy, the Authority also publishes an annual policy statement specifying arrangements that are available for the provision of transport or otherwise that the authority considers necessary in order to facilitate the attendance of all persons of sixth form age receiving

education or training. The Apprenticeships, Skills, Children and Learning Act 2009, also places a duty on local authorities to publish a transport policy statement for young people aged 19-25 with learning difficulties and/or disabilities.

For the academic year 2015-2016, Cheshire West and Chester Council has published a single transport policy statement which covers all students aged 16-25.

The aim of this statement is to ensure Cheshire West and Chester students and their parents are informed of the various travel assistance options available. The statement includes travel assistance arrangements made by Cheshire West and Chester Council, as well as information about those arrangements made by individual educational establishments, where known, and by various commercial transport operators.

For further information on the Home to Educational Establishment Transport Policy or Transport Policy Statement please visit the Authority's webpage at: www.cheshirewestandchester.gov.uk/schooltransport

Information, Advice and Support Service

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SEND Strategy 2016-2020

How we will deliver our outcomes:

Strategic theme 1	Key initiatives
<p>Improve the quality of provision for learners with SEND</p> <p>This theme supports the following success indicators in particular:</p> <p>Improved quality of provision, challenging universal services to be more inclusive of children and young people with SEND, developing the range of social care, health and education providers</p> <p>Specialist SEND provision accessed by our children and young people is good or better and all our specialist providers can be effective models of best practice and high quality advice and support for other schools.</p> <p>An increased range of services and facilities in the early years sector in collaboration influenced and shaped by our customers</p> <p>Young people with SEND are engaged in purposeful education and training, so that they are well prepared for employment and independent or supported adult living</p>	<ul style="list-style-type: none"> • We will embed the early years pathway for children with SEND and further develop the Child Development Service. Working especially with health services improve the early identification and provision support at the early years phase • We will improve inclusion in mainstream schools in partnership with the Cheshire West Education Improvement Board by developing an action for inclusion plan for the borough which will include activities to support SENCOs, sharing of good practice and wider workforce development • We will complete the review of service for disabled children and young people, redesign the service to provide greater integration and more consistency of access to service • We will further develop the joint commissioning strategy across education health and social care in response to at least annual review of need. • We will review and renew with health partners the commissioning of speech and language support • Working in partnership with mainstream, special schools , FE and training providers we will develop increased curriculum options for young people with SEND to improve their post 6 pathways • With stakeholder and providers we will develop high quality post 16 provision for learners with SEND in borough to support their transition to adulthood • Working with post 16 providers we will publish clear details of support for learners attending college with an EHC plan to ensure clarity of support available to young people and their families and support education progression • We will work with the specialist SEND sector (special schools and resource provision schools) to strengthen their leading role in developing SEND improvement mechanisms • We will improve our information management systems to inform on the impact of services and outcomes for children and young people

Strategic theme 1	Key initiatives
<p>Key Actions that need to take place to deliver these key initiatives</p>	<ul style="list-style-type: none"> • Parents rate and review on local services for 0-5 years olds is reported to SENDSG to support next steps planning across agencies together with families • Options from review of Child Development Service are agreed and implemented • We will ensure providers have information about effective interventions and good practice is shared to support pupil progress and close the attainment gap between those children and young people with SEND and others • Increase in number of mainstream schools that can access advice and guidance from specialist providers to support inclusion • Increase the number of children and young people educated close to home in borough due to high quality in borough provision in settings, schools and colleges • The Disabled Children’s Review is completed and actions implemented • The Joint Commissioning plan is completed and actions implemented • The Commissioning of Speech and language therapy support is reviewed and contract updated • The actions from the post 16 strategy are implemented and reviewed with feedback from service users • Information systems are reviewed and re commissioned to ensure effective sharing of data improves joint working • We will consult on future commissioning for short breaks

Strategic theme 2	Key initiatives
<p>Ensure early identification of special education needs and high quality intervention</p> <p>This theme supports the following success indicator in particular:</p> <p>Education providers ensure early identification of need and high quality intervention to meet those needs</p>	<ul style="list-style-type: none"> • We will work with education, health and social care providers to support early identification of special education needs so that coordinated effective interventions are put into place • We will work with education providers to support effective monitoring of provision for learners with SEN without an EHC plan (called SEN support) to ensure interventions enable learners to progress • We will review and renew our decision making process for requests for EHC needs assessments and resource allocation so it is based on clear and consistent criteria and efficient referral mechanisms and pathways. • We will work with SEND partners, parents and young people to continue to refine and develop integrated assessment processes and EHC plans. EHC plans will reflect the child or young person’s needs, ambitions and circumstances with clearly defined outcomes
<p>Key Actions that need to take place to deliver these initiatives</p>	<ul style="list-style-type: none"> • We will ensure health staff are trained to identify early potential health issues • We will increase the uptake of the two and half year review as part of the Healthy Child Programme and develop better information sharing of the results across services • We will develop more robust assessment of health needs to identify children and young people who have health needs • We will work with GPs to ensure that they are aware of the Local Offer and they are offering an annual health check for young people with SEND from age 14 years • We will develop children’s centre packs for families which include information on SEND and range of support available • We will survey feedback from children and young people to develop and improve integrated assessments and plans for children and young people with SEND • We will work with education providers to ensure that the support for learners with SEND at school support is clear on the Local Offer and schools are identifying learners in line with the information on their school information reports • We continue to review and publish our decision making process so it is clear and transparent and information is on the Local Offer • We will further develop our audit and moderation of our Education Health and Care Plans to continue to develop integrated high quality plans with clear outcomes • We will review feedback from all sources including compliments and complaints, mediation and tribunal hearings to develop and improve our service delivery • We will improve our EHC needs assessment process to meet statutory timescales

Strategic theme 3	Key initiatives
<p>Further develop effective transition from one education phase including preparing for adulthood pathways</p> <p>This theme supports the following success indicators in particular:</p> <p>Increased personalisation, making sure children and young people are fully involved in planning for their own future and ensuring they get the support that is right for them</p> <p>Transitions from one stage to the next are well managed so that there is continuity of support for children and young people with SEND</p>	<ul style="list-style-type: none"> • Working with a wide range of providers, further develop provision, pathways into adulthood, supported internships and employability skills across the 16-19/25 phase • We will work to improve the personal transition experience to adulthood for young people with SEND and their families by further developing clear guidance around pathways and options and person centred planning from year 9 reviews onwards • We will work to strengthen the partnership with special schools, local FE colleges and training advisors to share expertise and support effective progression towards adulthood • We will work with local stakeholders to promote improved and earlier joint working between Children and Adults' Services in order to support young people into adulthood • We will complete the process of transferring statements of SEN to Education, Health and Care plans • We will work to ensure clear information and guidance is available to parents and families to support the transition from primary to secondary schools supporting the SEN Code of Practice ethos of right to mainstream education
<p>Key Actions that need to take place to deliver these initiatives</p>	<ul style="list-style-type: none"> • We will develop information and guidance for children, young people and their families to ensure that they have clear information about transfer from one phase of education to another • We will provide clear information about the services that can support preparing for adulthood across education, health and care from year 9 review • We will review how the views of children and young people impact on service provision, developments and decisions • We will promote Supported Internships and access routes to employment for young people with SEND • We will implement the Post 16 action plan

Strategic theme 4	Key initiatives
<p>Ensure engagement and coproduction with children, young people, parents and carers</p> <p>This theme supports the following success indicators in particular:</p> <p>Increased personalisation, making sure children and young people are fully involved in planning for their own future and ensuring they get the support that is right for them</p> <p>Active involvement of young people and their families in the review, development and reshaping of services as well as the opportunity for personal budgets where this will support greater independence and choice</p>	<ul style="list-style-type: none"> • We will review and refresh advice and guidance for parents, children and young people on SEN support so that they are clear about the level of support entitlement and choices available • We will continue to develop the Local Offer to ensure that there is a full range of advice, support and services that can be accessed by children, young people, parents, carers, providers and professionals. Through this enable families to develop greater self help skills and independence. We will develop, review and feedback mechanism to support the development and coproduction of the offer. • We will further develop the implementation of Personal Budgets, learning from the Integrated Personal Commissioning Programme which is trialling personal budgets for children and young people. • We will enable parents to explore flexible alternative travel arrangement with a personal budget and offer greater flexibility in entitlement, enabling their children to achieve independence • We will commission a new provider for disagreement resolution and mediation services. We will review and refresh information on options to resolve disagreements so that parents, families and providers are clear on most appropriate routes to resolve disagreements • We will work with parents, families, and young people as well as local SEND partners and providers to seek continuous improvement of services through regular consultation, engagement and feedback
<p>Key actions that need to take place to deliver these initiatives</p>	<ul style="list-style-type: none"> • We will continue to review and improve the Local Offer by using the information from rate and review section • There will be clear information on the Local Offer about what services are available, how to access them and the referral routes will be clear. We will tell parents where help is available if children and young people do not meet service criteria for a statutory plan • We will provide training for schools on the Local offer to improve information for users • We ensure that rate and review information is shared with commissioners to inform service planning • We develop advice and information for parents that is co-produced and parents report information is clear and accessible • Advice and information for young people is co-produced • We will monitor and review our Transfer plan for statements to EHCPs to ensure that all transfers are completed by April 2018 • We will embed key working approaches across all services working with families • We will consult on future commissioning for short breaks • We will consult with service users on the joint commissioning contract • We will review how we communicate with young people and families and explore use of technology to improve communication methods • We will increase the numbers of parents we work with to review and plan services through different groups in addition to the parent carer forum e.g. special school parent meetings

Appendix 1

Context - Who are children and young people with Special educational needs and/or disabilities (SEND)?

A child or young person may have special educational needs or a disability or both. This is the definition from the special educational needs and disability code of practice 0-25 years.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. **A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevent or hinders him or her from making use of facilities of a kind generally provided for others of the same as in mainstream schools or mainstream post 16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institution or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them

Post -16 institutions often use the term learning difficulties (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Special educational needs and disability code of practice 0-25 years

Disabled children and young people: Many children and young people who have SEN may have a disability under the Equality ACT 2010- that is'..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'.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Special educational needs and disability code of practice 0-25 years







Appendix 2

The National and Local Context

National Context and associated legislation and guidance:

This strategy has been produced in consideration of the significant government reforms to education health and social care when working with and for children and young people with SEND (0-25 years) and their families and / or carers. These reforms are detailed in the Children and Families Act 2014.

Other legislation and guidance include:

- Equality Act 2010
- Reasonable Adjustments for disabled pupils (2012)
- Supporting pupils with school with medical needs (2014)

Working Locally -Accountability

There is a local area Health and Wellbeing Board which is the main statutory body for promoting integrated working and joint commissioning of services. A Children's Trust reports to this Board.

Reporting the Children's Trust are a number of strategy groups including the SEN and Disability Strategy Group which is responsible for developing this strategy and ensuring its plans are delivered and the outcomes monitored.

We developed this strategy taking into account the national framework and legislation detailed above. **We have undertaken a number of consultations focussing on different areas of support for learner with SEND and attended different groups and forums to capture views and ideas:**

- Review of Special Educational Needs Provision 2013
- Early Years Pathway Consultation
- Post 16 SEND Pathway Consultation 2015
- Schools Accessibility Strategy – Accessibility for disabled pupils consultation 2015
- Review of Disabled Children's Services 2015
- Parents Forum meetings
- Schools Champions Meetings



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